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Academic Achievement Management in Senior High Schools in Yogyakarta

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Abstract

This study examines academic achievement management at SMA Negeri 3 Yogyakarta, SMA Negeri 8 Yogyakarta, and SMA Negeri 1 Bantul, focusing on planning, implementation, supervision, and supporting and inhibiting factors. Employing a qualitative approach, data were collected through in-depth interviews, observations, and documentation involving school management teams, supervising teachers, and homeroom teachers. Data validity was ensured through source and methodological triangulation, while analysis followed Miles and Huberman's interactive model. The findings reveal that academic achievement management across the three schools is systematically, adaptively, and collaboratively implemented. Planning involves identifying students' potential and designing differentiated programs, while implementation includes intensive mentoring, enrichment activities, and talent development classes. Supervision is conducted through continuous assessments, program evaluations, and corrective measures. Key supporting factors include student motivation, parental involvement, teacher competence, and stakeholder collaboration, whereas challenges involve differences in student abilities, time constraints, and disciplinary issues. The study concludes that effective academic achievement management requires coordinated efforts among school stakeholders, supported by continuous evaluation and responsive educational strategies. These findings highlight the importance of strengthening collaboration, integrating learning technologies, and developing data-driven programs to sustainably improve student achievement.

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Introduction

Students' academic achievement is the main indicator in assessing the quality of education delivery as well as reflecting the effectiveness of the learning process, leadership quality, and teacher professionalism. Thus, this achievement cannot be seen solely as the result of individual student efforts, but as an output of the entire education management process that takes place in the school. This perspective places academic achievement as an important basis for schools to make quality improvements in a sustainable manner. The demands of 21st century education also further strengthen the importance of systematic achievement management so that students are able to develop high-level thinking competencies, literacy, numeracy, and creativity (Gusnita & Setiawati, 2023).

The Indonesian government has directed various policies such as the Independent Curriculum, Education Report Card, National Assessment, and differentiated learning to transform the quality of learning outcomes. This policy emphasizes that improving achievement is now the responsibility of the school organization as a whole, not just the burden of teachers in the classroom. In order to support this process, the fulfillment of adequate physical facilities is also a crucial aspect in classroom management activities to create an effective learning atmosphere. Therefore, schools need an integrated management system that is able to manage all programs and resources in a planned, scalable, and data-driven manner (Sari, 2022).

Various studies prove that schools with high academic achievement are generally supported by effective and consistent organizational management practices. Institutional factors such as instructional leadership, a conducive academic culture, and collaboration between educators have proven to contribute greatly to improving student achievement. This emphasizes that the school organizational factor has a role that is no less important than the intellectual ability and socioeconomic background of students. Through the implementation of planning, organizing, implementing, and evaluating functions, schools can build a sustainable system that is oriented towards the quality of learning (Atmaja et al., 2022; Dr. Farah Naz & Surryia Rashid, 2021; Nur et al., 2022; Nurjanah et al., 2024) (Oktavia et al., 2024; Zahra Lahitania & M. Imamul Muttaqin, 2024).

In its implementation, academic achievement management must be oriented to the needs of students through data-based ability mapping of diagnostic assessments and report card scores. Based on this objective information, schools can prepare enrichment, remedial, Olympic coaching, and assistance in preparing for higher education in a targeted manner. The key to the successful implementation of this collaborative program is highly dependent on the managerial competence of school principals and the optimization of the role of teachers in designing quality learning. Strong synergy between schools, parents, and the community will create a learning environment that supports the development of students' academic potential to the maximum (Jamaluddin et al., 2026).

Although various regulations have been implemented, the achievement of academic achievement between schools at the high school level still shows quite high variations and inequality. The presence of the Independent Curriculum actually provides flexibility for teachers to innovate and encourage students to develop independently and adaptively, as happened at SMA Negeri 3 Yogyakarta. On the other hand, school management can also be focused on the development of character values and religious culture as the foundation of the learning environment such as in MAN 1 and SMAN 5 Yogyakarta. This difference in focus shows that achievement management must be based on a continuous improvement cycle that is tailored to the unique needs of the school (Hidayati et al., 2024; Ma'ruf, 2022).

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The Special Region of Yogyakarta (DIY) was chosen as the location for the research because of its status as a student city that has a unique educational ecosystem and a diversity of characteristics of academic achievement between schools. On the one hand, many high schools in Yogyakarta consistently maintain high performance through the success of scientific competitions, National Assessments, and college graduation rates. However, some other schools still face challenges of heterogeneity of student input, time constraints, and the need to improve teacher competence. Therefore, the context of Yogyakarta is very relevant to examine how schools integrate all resources in an adaptive manner to respond to the demands of 21st century competencies.

Theoretically, many studies have examined the relationship between school management and improving the quality of student learning outcomes. However, the empirical literature that specifically describes the academic achievement management cycle as a complete system at the high school level in Yogyakarta is still relatively limited. Based on the research gap, this study aims to find out how planning, organizing, implementing, monitoring, and evaluating academic achievement are carried out in State High Schools in Yogyakarta. In addition, this study is also directed to identify what are the supporting and inhibiting factors in the implementation of academic achievement management (Fumasoli & Hladchenko, 2023; Halimatus Sakdiyah, 2025; Talla et al., 2025).

Methods

This qualitative research emphasizes a holistic picture of a situation to understand everyday social interactions and processes in the formation of societal structures. The research subjects are located in three leading schools in the Special Region of Yogyakarta, namely SMAN 3 Yogyakarta, SMAN 8 Yogyakarta, and SMAN 1 Bantul, with a implementation period from October 2025 to January 2026. In order to explore primary data from management, accompanying teachers, and homeroom teachers as well as secondary data in the form of academic documents, the researcher integrated participatory observation techniques, in-depth interviews, and documentation studies using standardized instruments that have gone through expert judgment tests (A. Dzogovic & Bajrami, 2023; Fadli et al., 2024)

To ensure accuracy and avoid subjective bias, this study applies four standards for evaluating the validity of qualitative data formulated by The credibility aspect is strictly tested through source triangulation, triangulation techniques, persistence of repeated observations in academic activities, and the implementation of member checks involving participants. In addition, the criteria of transferability, dependability, and confirmability are met through the presentation of in-depth context analysis and the provision of trail audit recordings that are verified directly by the supervisor (Guba & Lincoln, 1989)

Furthermore, the phenomenon of academic achievement management is systematically described using qualitative descriptive analysis techniques. The raw data processing process is carried out interactively and continuously through the stages of data collection, data condensation, data display, and conclusion drawing/verifying which refers to the model The series of analyses is then deepened through an inductive analysis model that moves from special observations and categorization of empirical themes in the field to the formulation of conclusions and theoretical construction in an authentic manner (Miles & Huberman, 1994 : p. 12).

Results and Discussions

1. Academic Achievement Management

a. Planning

The planning program is prepared by beginning with an analysis of the academic condition of students at the beginning of the school year and is evaluated periodically every semester. The implementation of academic achievement management through the achievement path at SMA Negeri 3 Yogyakarta begins from the New Student Admission (PPDB) stage by conducting special screening for prospective students who have excelled since junior high school. This is as conveyed by one of the achievement management teams: "For the achievement path, indeed from SMA 3 it was specially formed, meaning that we are from the beginning of PPDB. Incidentally, I was the secretary of PPDB to conduct a screening from PPDB, that children who had achievements in junior high school, like that. Unlike SMA Negeri 3 Yogyakarta, SMA Negeri 8 Yogyakarta emphasizes more on structured time planning. As conveyed by the achievement management team: "What is clear is that the program planning has been designed before the new school year. For example, the new school year starts in June, yes, we usually design April-May for next year's activities." (TMP08, 20/01/2026). In addition, the mapping of students' potential is carried out through a data-based analysis process. The deputy principal for student affairs explained: "From the analysis. We analyze children, especially with questionnaires using Google Forms. They register themselves, then we hold a selection test.

The process results in an initial mapping of students who have interests and potential in certain fields. The use of digital-based questionnaires allows for systematic data collection, which is then verified through a selection test. The results of the two stages are in the form of grouping students in a more targeted manner according to their interests and competencies. Meanwhile, at SMA Negeri 1 Bantul, the planning of the academic achievement improvement program focuses on mapping students' potential from the beginning of entering class X by collecting data through the attachment of an achievement certificate. The information was obtained from the results of an interview with the vice principal for student affairs. "From the planning, we usually map out the entry of class X children from the beginning. So, children later when registering there is an attachment where they are asked to attach a certificate, for example from junior high school, a certificate of achievement. Only later will we map it based on our achievements. This approach shows that planning at SMA Negeri 1 Bantul is based on the track record of student achievement. Through this mapping, schools can more quickly determine strategies for fostering and placing students according to relevant fields. This is in line with the study, the study found that data-based planning is able to increase the effectiveness of learning programs because it is prepared based on the real needs of students (Khasanah and Prasetyo, 2023).

b. Organizing

In organizing academic achievement management, teachers and education staff are given a clear division of duties and responsibilities. Meanwhile, teachers play a role in carrying out the learning process in the classroom, while the deputy principal for curriculum manages academic activities at school. This proves that collaboration and coordination between parties within the school support the success of a program. (Oktavia et al., 2024) In addition, there is a school achievement management team consisting of principals, vice principals, treasurers, and coaching coordinators. As one of the informants said: "We have an achievement team. Under the student body there is an achievement team, where there are several programs for the achievement.

The statement shows that the management of academic achievement has been institutionalized in the form of a structured special team, so that its implementation is collective, organized. A similar formal structure is also applied at SMA Negeri 8 Yogyakarta by involving elements of school

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leadership as a whole, ranging from the principal, vice principal across fields, to the head of administration. This is as explained in an interview by the vice principal for student affairs: "All the vice principals, there are four deputies. Then the KTU (Head of Administration), then the treasurer who is also the planning manager, and the principal.

The composition at SMA Negeri 8 Yogyakarta shows that the management of academic achievement is carried out collectively and across fields, making it an institutional priority that is integrated with the overall school governance. A similar pattern is applied at SMA Negeri 1 Bantul through the formation of a school management team that is in charge of compiling and coordinating academic programs before the new school year begins, This is evident from the results of the answers from the following speakers: "So, here there is such a thing as a school management team. That will determine our steps from the beginning. Before the new school year, the management team will have a meeting to compile everything. For example, from student affairs, curriculum, public relations, all will be one to compile a program for the next year. Including the treasurer of BOS, the treasurer of the APBD, and the treasurer of the committee. The principal and the four deputy principals became one." (TMP01, 31/10/2025). These findings show that the school management team has a role as a strategic coordinator in the preparation of academic programs, integrating cross-field policies, and ensuring the suitability of the program with the school's vision and mission.

c. Actuating

The implementation of the academic achievement improvement program is carried out through classroom learning activities and is supported by various supporting programs, such as tutoring and guidance and counseling services, remedial classes, enrichment programs for outstanding students. Based on the results of mapping the potential of students, the three schools designed a program to improve academic achievement in a differential and systematic manner, both through competition and remedial enrichment. This approach ensures that program planning is not uniform, but rather adaptive to the variation of students' academic needs and strengthening. In particular, SMA Negeri 3 Yogyakarta implements the program in stages adjusted to the stage of development and individual characteristics of students, as said by the following homeroom teacher: "So, every Monday in what week is there always a guardianship. Then for the co-curricular activities, that is if for classes X and XI there is usually devotion as well, there is maintaining the cleanliness of the classroom environment. Then if the class XII is PM (Material Deepening), enrichment.

This pattern reflects a tiered planning where classes X and XI are directed at character formation and learning culture, while class XII is focused on deepening intensive material for university entrance selection. In addition, SMA Negeri 3 Yogyakarta has a program "Achievement Thursday" under the coordination of the management team to foster selected students based on their potential and field of competition, as conveyed by one of the following team members: "The work program is Achievement Thursday. Where Achievement Thursday is every Thursday, all students of grades X and XI focus on the achievements he participates in. In line with this approach, SMA Negeri 1 Bantul implements an Intensive Guidance program whose implementation is focused outside the classroom, as conveyed by one of the following resource persons of the achievement management team: "The effective program in our place is Intensive Guidance. Even though the potential of the children here is extraordinary, they still have to be guided.

The statement emphasized that academic achievement is seen as the result of structured and sustainable coaching based on mapping students' initial potential, so that the program at SMA Negeri 1 Bantul can run flexibly, responsively, and as needed. Meanwhile, SMA Negeri 8 Yogyakarta implements a similar service differentiation through the Talent Class program, as explained by one of

the informants in the student field: "At SMA Negeri 8 Yogyakarta, there are two Talent Classes, namely the Language Talent Class and the Research Talent Class (Science). So, there the Language Talent Class will be deepened in Indonesian and English.

This program shows the specialization of structured coaching based on student potential supported by competent teachers, and is strengthened by the daily Material Deepening program for grade XII as an academic intensification strategy. Comparatively, the three schools have similar principles of data-based planning on student potential, with tactical differences in the tiered approach at SMAN 3 Yogyakarta, structured guidance at SMAN 1 Bantul, and talent classes at SMAN 8 Yogyakarta The similarities in the findings in the three schools show that the use of technology and the support of learning facilities and infrastructure are crucial parts in the implementation of the academic programs implemented. With complete facilities, such as digital devices, internet network access, comfortable classrooms, and other supporting facilities, all parties will be made easier to access learning materials. Supported by, previous research stated that cooperation between school, family, and community is very influential in improving students' academic achievement. Thamrin et al. (2024).

d. Controlling

Supervision is carried out by monitoring student learning activities and assessing their learning results periodically. The results of research in several schools, including SMA Negeri 3 Yogyakarta, SMA Negeri 8 Yogyakarta, and SMA Negeri 1 Bantul show that various learning assessment and supervision mechanisms are used in a structured and sustainable manner to assess students' academic achievement. Students' learning outcomes are evaluated through formative and summative assessments, including daily test assessments, midterm exams, end-of-semester assessments, and school assessments. The evaluation of the assessment is carried out regularly to monitor the development of students' academic achievements on a regular basis. The following statement from the source supports this finding: "What is clear from the results of the report card is yes. We have an assessment, the assessment is in the middle of the semester, it is at the end of the semester. In general, yes, if it is daily, it is the right of the authority of each teacher. But from school in the middle of the semester, at the end of the semester, we evaluate the results. Actually, if it's at the end of the semester or on a daily basis. If we can be monitored daily, we can't really be monitored, when at the end of the semester we know. We follow up, in various ways. That will be a long business.

Based on these statements, it can be seen that academic achievement evaluations are carried out periodically through assessments that are carried out in the middle and end of the semester. The results of the assessment are then used by the school as a basis to determine the development of student learning outcomes as well as determine the necessary follow-up steps. The teacher meeting forum is also used to analyze the results of academic evaluations in addition to assessing the learning outcomes that have been obtained. The forum was conducted to see student development and obstacles faced during the learning process. The following source states this: "Forums especially later at meetings, teacher meetings or guardian meetings. If there is something needed for the guardian meeting, there is usually a special guardian. Later, each guardian will provide input. For example, from me in class A I got input from the Physics teacher. That's it. In our class, there are often permissions and so on, there is always input from other teachers.

The above statement emphasizes that the results of academic evaluations are not analyzed individually by teachers, but are also discussed together through teacher meeting forums and homeroom meetings. The forum is a forum for teachers to exchange information related to students' academic development, including sharing problems that occur during learning activities at school.

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Success Factors of Academic Achievement Management Important factors are interrelated and affect the success of academic achievement management in schools. These factors include parental support, commitment and active involvement of teachers in assisting students, students' motivation and interest in learning, and good coordination between various parties in the school. The findings of this study also show that intensive assistance to students is one of the main elements that support the success of academic achievement management. As evidence, several resource persons from SMA Negeri 3 Yogyakarta, SMA Negeri 8 Yogyakarta, and SMA Negeri 1 Bantul said: "Our strategy is consistent with guiding children only. We are consistent in treating them. So, it is natural and indeed we work optimally, optimally so that the results are also good.

Internal resource limitations are overcome through collaboration with external parties who have more specific competencies. Alumni who have achieved achievements are relevant learning sources because they have first-hand experience in facing academic competitions. Findings at other schools suggest that the instructors involved also come from external resources who are more proficient in a particular field. "So, we usually look for the best mentor from outside. For example, like OSN, we usually look for Mbak lecturers to guide and alumni who have won OSN medals, for example. This reinforces that the school is actively looking for the best resources to support the development of students' academic achievement. The involvement of lecturers and alumni shows the school's efforts to provide more professional assistance and in accordance with academic competitions. Therefore, intensive mentoring that is carried out consistently by involving internal and external parties is an important factor in the success of academic achievement management. In addition, the influence of strong motivation will encourage students to be more disciplined in following the learning process and actively participate in material deepening activities and achievement coaching. The findings are reinforced by the following statement from the source: "So, the intention is the child. Then how do we manage them. The input is good, the process is how we manage them, how to stir them. Providing facilities, motivation, guidance, then the output is also good.

The above statement shows that the success of academic achievement is influenced by the initial intention or motivation of students. In this case, students' interest and motivation are the basic factors (input) in the success of coaching in schools. In addition, the school also seeks to facilitate the development of students' interests through various mechanisms, one of which is by mapping interests from the beginning. The information was obtained from the following resource persons: "If the school usually gives a questionnaire at the beginning, you want to take part in what activities exist. At SMA Negeri 1 Bantul there are many options, so that later students can choose what they like, what they are interested in, which is in accordance with the talents of the students themselves. These findings show that schools provide opportunities for students to determine activities according to their interests and talents. Through providing questionnaires at the beginning, schools can identify the tendency of students' interests so that the coaching program becomes more effective and directed. Thus, students' involvement in academic activities is based on personal interest, which can support their activeness and seriousness in following coaching.

Furthermore, the results of this study prove that the success of students' academic achievement management achievements is also influenced by parental support. Schools and parents need to work together to create a conducive school environment, both at school and at home. The resource person from SMA Negeri 1 Bantul said: "Very supportive, Mbak. Parents support him in a way, maybe by praying, they pick up their sons/daughters because they have to go to school again in the morning. At the school, they did not study, they continued for intensive guidance until night. These findings confirm that academic achievement management cannot be achieved without collaboration between

schools, parents, and other stakeholders. This synergy creates an environment that fully supports the development of student achievements. Furthermore, parental involvement is also seen through an organizational forum formed by the school, namely the parent association (POT). This was conveyed by the following speaker: "Very supportive. The parents are members of the POT (Parents Association). From the POT, it then supports the committee to collect donations from parents. This highlights that collaboration between the school and external parties is carried out selectively to obtain quality supervisor resources. This is in line with research conducted by showing that environmental support and encouragement to learn have a significant effect on student achievement. The involvement of lecturers and alumni who have experience shows that there are efforts by the school to improve the quality of coaching through collaboration with competent parties in their fields (Nurmilasari et al., 2025).

2. Discussion and Findings

This study found that the success of academic achievement management at SMA Negeri Yogyakarta is determined by the integration of the five main components of data-based mapping, target setting, differential coaching, monitoring, and multi-stakeholder collaboration that form the Data-Based Adaptive Academic Achievement Management Model as a new finding. This systematic model connects learning outcome data from planning to follow-up effectively to improve student achievement, which will be explained in detail in the following points.

a. Analysis of Planning Discussions

Based on the results of the research, the academic achievement management planning process at SMAN 3 Yogyakarta, SMAN 8 Yogyakarta, and SMAN 1 Bantul has been carried out in a structured manner through a continuous internal coordination mechanism. The three schools show fundamental similarities in applying data-driven approaches and evidence-based planning by utilizing report card scores, assessment results, achievement documents, and teacher observations as the basis for program preparation. Nevertheless, each school has unique implementation characteristics; SMAN 3 Yogyakarta focuses on input selectivity and budget integration, SMAN 8 Yogyakarta emphasizes proactive digital-based analysis, while SMAN 1 Bantul focuses on mapping students' achievement track records since the beginning of entry. This diversity of strategies emphasizes that the three institutions have a contextual and adaptive approach in designing all programs to improve academic achievement. Comparatively, these tactical variations do not eliminate the similarity of the three main principles in implementing systematic data-driven planning. The results of these findings are in line with the study, the study found that data-based planning is able to increase the effectiveness of learning programs because it is structured based on the real needs of students. Khasanah and Prasetyo (2023).

b. Organizational Discussion Analysis

The organization of academic achievement management at SMAN 1 Bantul, SMAN 3 Yogyakarta, and SMAN 8 Yogyakarta shows similarities in the formation of an integrated formal structure to synergize managerial functions with pedagogical roles. Despite having a similar structural foundation, the operational implementation in each school shows contextual characteristics that are adjusted to the internal needs of the institution. SMAN 3 Yogyakarta integrates a direct team under the student sector, SMAN 8 Yogyakarta implements a cross-disciplinary approach based on digital technology, while SMAN 1 Bantul emphasizes flexible organization through direct interaction of teachers in the classroom. The tactical variation emphasizes the strong commitment of the three schools to implement structured and collaborative management principles.

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The findings are in line with George R. Terry's concept which defines organizing as the process of grouping activities, arranging employment relationships, and distributing roles in order to achieve organizational goals. In addition, the effectiveness of cross-sector coordination in mapping the potential of these students is in line with the study on the importance of active collaboration between educators as the key to the success of the program. Overall, this adaptive managerial flexibility has succeeded in optimizing human resource management to boost students' competitive achievements. Through a clear division of tasks and strong role integration, this work system has successfully become an effective driving force in maintaining the sustainability of academic achievement in the region (Oktavia et al., 2024).

c. Analysis of Implementation Discussion

The results of the study show that SMAN 3 Yogyakarta, SMAN 8 Yogyakarta, and SMAN 1 Bantul implement the implementation of academic achievement management systematically by integrating classroom learning, supporting programs, and coaching based on student potential. In general, the three schools have the same operational principles through differential approaches, enrichment and remedial services, and continuous achievement coaching as a form of continuity of management functions. However, the implementation method is tactically different in each institution; SMAN 3 Yogyakarta implements a research-based multi-level approach such as Outdoor Study and LDMI, SMAN 8 Yogyakarta stands out through its specialization in Talent Class and Clinical programs, while SMAN 1 Bantul emphasizes flexible-contextual co-curricular integration. This difference in strategy emphasizes that the implementation of programs in the field continues to run personally and adaptively in responding to the characteristics of students.

In line with George R. Terry's management theory, this implementation function emphasizes the process of mobilizing all organizational resources to the maximum under the control of the principal as an instructional leader. In line with the view that learning behaviors can be formed through reinforcement that is given consistently. In addition to internal factors, the success of academic achievement management in these three schools is also greatly influenced by the support of the surrounding ecosystem through the active participation of parents, homeroom teachers, BK teachers, and alumni. These findings are in line with the study on the significance of multi-stakeholder collaborative synergy which ultimately succeeds in being a key factor in encouraging optimal improvement of students' competitive achievement (Skinner 2014; Thamrin et al., 2024b).

d. Analysis of Surveillance Language

The results of the study show that the function of controlling academic achievement management at SMAN 3 Yogyakarta, SMAN 8 Yogyakarta, and SMAN 1 Bantul has been implemented systematically, collaboratively, and sustainably through formative and summative assessments. Despite having similar principles in implementing collective reflection and corrective actions in the form of remedial and enrichment, the three schools show different operational characteristics. SMAN 3 Yogyakarta tends to implement systemic supervision that is integrated with institutions, SMAN 8 Yogyakarta is responsive and based on accelerating academic targets, while SMAN 1 Bantul emphasizes contextual supervision through direct interaction with students.

Theoretically, the implementation of this supervision is very much in line with George R. Terry's concept of measuring work results, comparing assessment standards, and taking corrective action in the event of deviations. In addition, the use of periodic learning outcome data in this teacher meeting forum strengthens the theory of data-driven decision making and evidence-based practice in the school environment. In the end, the practice of joint evaluation proves that the supervisory

function in the three schools is no longer just an ordinary administrative control, but has transformed into a strategic instrument to boost the quality of student learning on an ongoing basis.

e. Analysis of Success Factors

The results of the study show that the success of academic achievement management at SMAN 3 Yogyakarta, SMAN 8 Yogyakarta, and SMAN 1 Bantul is greatly influenced by the integrated synergy between internal and external components. This integration is realized through continuous intensive mentoring as an actuating function and management of students' intrinsic motivation through a student-centered learning approach. This coaching characteristic is in line with the findings that the support of the surrounding environment and a strong drive to learn have a significant impact on students' competitive achievement (Nurmilasari et al., 2025).

On the other hand, active parental involvement and cross-stakeholder collaborative coordination are important external foundations that reflect the implementation of organizing functions through school-based management principles. This structured synergy has proven to be able to optimize all the resources it has to develop achievement coaching programs more effectively and sustainably. In the end, the success of management in the three leading schools proves that the management of academic achievement in the field is dynamic and contextual in accordance with the specific characteristics of students. The results of these findings are in line with the study, the study found that data-based planning is able to increase the effectiveness of learning programs because it is structured based on the real needs of students (Khasanah and Prasetyo, 2023).

Conclusion

The findings and analysis indicate that the management of academic achievement at SMAN 3 Yogyakarta, SMAN 1 Bantul, and SMAN 8 Yogyakarta has been implemented through an integrated and systematic management system encompassing planning, organizing, implementation, and supervision functions. The planning process is designed based on students' needs, potential mapping, and achievement targets, while the organizational function is strengthened through a clear division of responsibilities among school leaders, teachers, and educational staff. These management practices are realized through various student-centered programs, including differentiated learning, research-based activities, talent development classes, and co-curricular integration, which provide opportunities for students to optimize their academic potential.

Furthermore, the supervision function operates as a quality assurance mechanism through periodic monitoring, evaluation meetings, and continuous improvement efforts to maintain the effectiveness of academic programs. The overall success of academic achievement management is strongly influenced by the commitment of school leaders, the consistency of teacher mentoring, student motivation, and parental support. The collaboration among these components creates a supportive educational ecosystem that enables schools to respond adaptively to challenges while sustaining the development of students' academic achievements in a structured and continuous manner.

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management practices of academic achievement development in these schools. The authors also extend their appreciation to all colleagues, academic advisors, and other supporting parties who provided guidance, constructive feedback, and encouragement during the preparation of this study. The authors hope that this research can provide valuable insights and contribute to the development of academic achievement management practices, particularly in strengthening effective, collaborative, and sustainable educational management systems.

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