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THE INFLUENCE OF SCHOOL FACILITIES AND SOCIAL SUPPORT ON NON-ACADEMIC ACHIEVEMENT: THE ROLE OF STUDY CLUB EXTRACURRICULAR MEDIATION AND STUDENT SELF-EFFICACY

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Abstract: The non-academic achievement of students has not been the main focus of the school coaching strategy. Lack of facilities and low social support are considered to hinder student involvement and strengthen self-efficacy. This study aims to explore the role of extracurricular study clubs and self-efficacy as mediators in the influence of school facilities and social support on students' non-academic achievement. The survey method was used to collect data from 82 active students in the extracurricular study club of SMAN 2 Ponorogo through probability sampling techniques. The instrument used was a Likert scale questionnaire 1–4 which included 5 variables and 33 research constructs. Data analysis was carried out using the Partial Least Squares Structural Equation Modeling (PLS-SEM) approach to test 7 direct influences and 5 indirect influences.

The results of the study showed that school facilities and social support had a positive and significant impact on students' non-academic achievement, both directly and indirectly through the mediation of self-efficacy and involvement in study clubs. Self-efficacy has been shown to have a strong mediating role in the relationship between social support and non-academic achievement. The implication of these findings is the importance of integrating extracurricular programs and confidence-building in educational strategies. This research makes a novel contribution through the simultaneous integration of physical environment variables, social support, psychological aspects, and student activities in a single PLS-SEM-based conceptual model.

Keywords: School Facilities, Social Support, Self-efficacy, Extracurricular, Non-Academic Achievement, PLS-SEM.

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Introduction

Non-academic achievement is one of the important aspects of student self-development at school. In addition to academic achievement, as reflected in academic grades and achievements, non-academic achievements such as involvement in extracurricular activities are important indicators of character development, motivation, social skills, and creativity (Widiastuti et al., 2024). This achievement not only indicates individual ability, but also the result of the interaction of the education

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system with various supporting factors such as facilities, social support, and extracurricular activities (Wasi'ah et al., 2024). Students who are actively involved in non-academic activities tend to have stronger interpersonal skills. Student involvement in organizations and competitions can increase confidence (Hart & Siahaan, 2024; Sundari, 2021). Non-academic achievement reflects the quality of students' character in organizing and collaborating (Alivia & Sudadi, 2023; Munajat, 2021; Pare & Sihotang, 2023).

School facilities play an important role in supporting students' non-academic activities. School facilities are means and infrastructure to support the achievement of an educational process (Syahril, 2018) The existence of facilities such as shared learning spaces, extracurricular and activity spaces will support student involvement optimally. The quality of the facilities is directly proportional to the motivation of students to participate in school activities. Complete facilities can increase student participation spirit (Izati & Fauzi, 2024; Setiowati & Annur, 2023). In addition, physical facilities play a role in creating comfort and increasing the effectiveness of learning (Fakhrezi et al., 2024; Sapat et al., 2022).

Social support is also an important aspect in shaping the success of students in non-academic activities. Support from peers, teachers, and parents provides moral and emotional encouragement for students to continue to grow (Abdullah & Diantoro, 2024; Alhafid & Nora, 2020). Students with high social support are more confident in participating in competitions (Puspitasari et al., 2021; A. T. Putra et al., 2021). Support from parents is the foundation for students' courage to appear in non-academic activities. The role of the social environment has a positive influence on the formation of students' character (Oktariani et al., 2020; Wijaya et al., 2020).

Extracurricular study clubs are one of the important media in improving student achievement. Study clubs provide a space for students to learn together, discuss, and develop an in-depth understanding of learning materials. Student involvement in study clubs improves students' critical thinking and responsibility skills (Alhuda, 2020; Juniarti & Irfan, 2023). Students who are active in extracurricular study clubs have higher motivation to learn. This study club extracurricular activity also builds collaboration and a healthy spirit of competition (Ramadina, 2024; Sasmita, 2024).

Self-efficacy is an individual's belief in one's ability to complete a task or challenge. These beliefs play a significant role in influencing the way a person responds to difficulties and obstacles faced. Students with self-efficacy are more optimistic about undergoing the learning process (Putri, 2023; Santri et al., 2023; Taufik & Komar, 2021). Self-efficacy contribu to decision-making as well as the courage to try new things. Self-confidence plays a mediating role in the relationship between social support and student achievement (Mahsunah & Musbikhin, 2023; Pradana, 2024).

Based on the results of the SmartPLS analysis, it was found that not all paths between variables showed a significant influence. There is a path from school facilities to self-efficacy and from extracurricular to insignificant self-efficacy. However, the influence of school facilities and social support on study club extracurricular participation and self-efficacy on non-academic achievement is significant. These findings reinforce the importance of the role of study club mediation and self-efficacy in shaping students' non-academic achievement. Therefore, a thorough understanding of the relationship between these variables is needed to develop a more effective and empirical data-based educational strategy.

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Method

Research Design and Participants

This study uses a quantitative approach with a survey method (Apriliani et al., 2023; K. A. J. Putra et al., 2022). The design of this study is explanatory and correlational using Partial Least Squares Structural Equation Modelling (PLS-SEM). PLS-SEM is a multivariate statistical method used to analyze the relationship between latent and measurable variables in a structural model. The selection of PLS-SEM as a data analysis method is based on the method's advantages in handling complex models, predictive hypothesis testing, and unnormally distributed relationships, as well as its ability to overcome the problem of multicollinearity and relatively small sample sizes.

This study uses probability sampling techniques with random sampling techniques. The research sample consisted of 82 extracurricular study club students in grades X and XI at SMAN 2 Ponorogo. The probability sampling technique is used because it provides an equal opportunity for the entire population to be selected as a sample so that it is able to produce objective and representative data. The selection of students in grades X and XI as participants is based on the consideration that they are active in extracurricular activities and are in a developmental phase that allows optimal involvement in non-academic coaching programs.

Measurement

The data collection technique used a questionnaire containing four research variables. The free variables include School Facilities (X1) and Social Support (X2), the mediation variables, namely Extracurricular Study Club (Z1) and Self-efficacy (Z2), and the bound variable is Student Non-Academic Achievement (Y). This study uses the Likert scale with 4 alternative answers, namely: strongly agree (4), agree (3), disagree (2), and disagree (1) (Daryono et al., 2024; Widyastuti et al., 2023). The variables of the research instrument are displayed in **Table 1.**

Table 1. Research Variable Construct.

Variable	Indicator	Construct	Reference
School Facilities (X1)	Availability of activity space	FS1	(Azmi et al., 2024; Izati & Fauzi, 2024; Jufrizan et al., 2024; Setiowati & Annur, 2023; Syahril, 2018)
	Equipment Completeness	FS2	
	Ease of access	FS3	
	Utilization of facilities	FS4	
		FS5	
	Facility conditions	FS6	
	Activity support technology	FS7	
Social Support (X2)	Teacher support	DS1	(Alhafid & Nora, 2020; Oktariani et al., 2020; A. T. Putra et al., 2021; Wijaya et al., 2020)
	Parental support	DS2	
	Peer support	DS3	
	Emotional support	DS4	
	Social Media	DS5	
Extracurricular Study Club (Z1)	Active participation in activities	ESC1	(Juniarti & Irfan, 2023; Lay et al., 2025; Masnawati et al., 2023;
	Leadership development	ESC2	

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Variable	Indicator	Construct	Reference
	Task completion creativity	ESC3	Meilani et al., 2023; Sasmita, 2024; Yhunanda & Sholeh, 2021)
	Activity Output	ESC4	
	Social skills development	ESC5	
	Student enthusiasm	ESC6	
Self-efficacy (Z2)	Student interests	SE1	(Mahsunah & Musbikhin, 2023; Pradana, 2024; Taufik & Komar, 2021; Vantoria et al., 2023)
	Student confidence	SE2	
		SE3	
	Self-potential	SE4	
	Social engagement	SE5	
		SE6	
	Student activeness	SE7	
	Self-regulation	SE8	
	Decision-making	SE9	
Non-Academic Achievement (Y)	Collaboration skills	PNA1	(Alivia & Sudadi, 2023; Hart & Siahaan, 2024; Sundari, 2021; Wasi'ah et al., 2024; Widiastuti et al., 2024)
	Achievements	PNA2	
	Social skills	PNA3	
	Motivation	PNA4	
	Increased independence	PNA5	
	Character development	PNA6	

Data Analysis

The statistical analysis of this study uses the PLS-SEM measurement technique (Daryono et al., 2024; Fauzan et al., 2023). The outer model testing stage is the measurement model testing stage that aims to prove the validity and test the reliability of indicators and constructs. Some of the requirements that must be met are the indicator loading factor >0.70, and the AVE reflective construct >0.50. Reliability estimates using Cronbach Alpha, Rho_A, and CR values >0.70 (Daryono et al., 2023; Hariyanto et al., 2022). The goodness of fit testing stage of the model aims to test the predictability of the model and the feasibility of the model. The criteria that must be met include predictive relevance to see the predictive power of the model on the blindfolding output. The inner testing stage of the model is to test the significance of direct (H-DIR 1-7) and indirect (H-IND 8-12) influences.

Result

Evaluation of Measurement Models

Evaluation of measurement models is essential to ensure that the indicators used to measure latent constructs or variables are in accordance with the research objectives and of good quality. Checking the validity of constructs is the main objective of model evaluation measurements. Analyzing the relationship between the indicator and the construct being measured can ensure that it truly reflects the aspect of the construct in question. By analyzing factor loading, reliability, and discriminant

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validity, researchers can decide which indicators should be included in the analysis and which should be omitted.

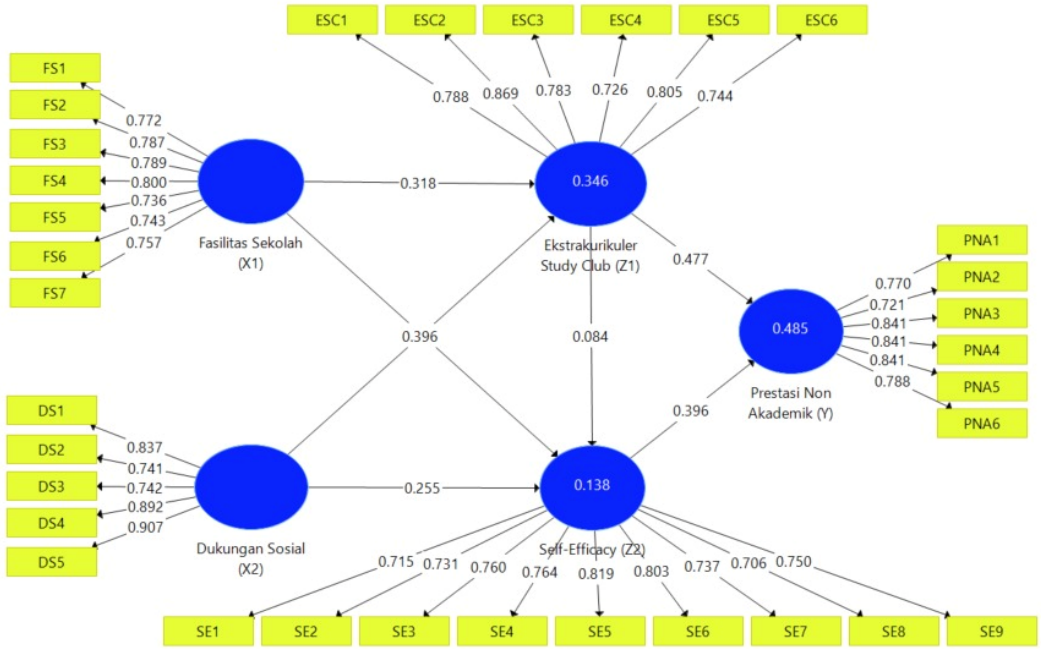

Figure 1. Evaluation of the Measurement Model

Convergent validity measurement has a standard loading factor value limit of 0.700. Based on the load factor coefficient value in **Table 2**, the most dominant statement item in measuring the social support variable (X2) is the *Collaboration* indicator of 0.907 (DS5), which means that this indicator is the most capable of representing the social support c onstruct. Meanwhile, the weakest statement item was on the *self-efficacy* variable (Z2) which was 0.706 (SE8), but this value was still within the acceptable validity limit. The Average Variance Extracted (AVE) value for each variable has also met the minimum criteria > 0.50, namely: school facilities (X1) of 0.592, social support (X2) of 0.864, extracurricular study club (Z1) of 0.620, *self-efficacy* (Z2) of 0.570, and non-academic achievement (Y) of 0.643. Thus, it can be concluded that each of the sub-variables and variables in the instruments in the research model has supported the convergent validity condition.

Table 2. Outer Model: Convergent Validity and Reliability.

No	Variable	Indicator	Covert Validity		Consistency Reliability		
			FL (L>0.70)	AVE (>0.50)	CA (a>0.70)	Rho-A (f>0.70)	CR (d>0.70)
1	School Facilities (X1)	FS1	0.772	0.592	0.886	0.891	0.910
2		FS2	0.787				
3		FS3	0.789				
4		FS4	0.800				
5		FS5	0.736				
6		FS6	0.743				
7		FS7	0.757				

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No	Variable	Indicator	Covert Validity			Consistency Reliability	
			FL (L>0.70)	AVE (>0.50)	CA (a>0.70)	Rho-A (f>0.70)	CR (d>0.70)
8	Social Support (X2)	DS1	0.837	0.684	0.882	0.896	0.915
9		DS2	0.741				
10		DS3	0.742				
11		DS4	0.892				
12		DS5	0.907				
13	Extracurricular Study Club (Z1)	ESC1	0.788	0.620	0.878	0.887	0.907
14		ESC2	0.869				
15		ESC3	0.783				
16		ESC4	0.726				
17		ESC5	0.805				
18		ESC6	0.744				
19	*Self-efficacy* (Z2)	SE1	0.715	0.570	0.905	0.907	0.922
20		SE2	0.731				
21		SE3	0.760				
22		SE4	0.764				
23		SE5	0.819				
24		SE6	0.803				
25		SE7	0.737				
26		SE8	0.706				
27		SE9	0.750				
28	Non-Academic Achievement (Y)	PNA1	0.770	0.643	0.888	0.889	0.915
29		PNA2	0.721				
30		PNA3	0.841				
31		PNA4	0.841				
32		PNA5	0.841				
33		PNA6	0.788				

The SmartPLS output in the table below shows that all variables have values of CA (0.878 to 0.905), rho_A (0.887 to 0.907), and CR (0.907 to 0.922). Thus, it can be concluded that the internal consistency of the instrument's reliability in 3 aspects has a value of >0.70. The Fornell-Larcker test is one of the methods used in Partial Least Squares Structural Equation Modelling (PLS-SEM) to evaluate the validity of construct discriminators in a model. This test aims to ensure that the different constructs in the model can be distinguished from each other. This is done by comparing the variance described by the construct with the variance described by other constructs in the model. If the variance described by one construct is greater than the variance described by another construct, then the construct has good discriminant validity. Based on **Table 3**, the correlation value of social support (X2) of 0.827 is more significant than the correlation value of non-academic achievement (Y) of 0.802, followed by

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extracurricular study club (Z1) of 0.787, school facilities (X1) of 0.769, and the lowest correlation value on self-efficacy (Z2) of 0.755 as well as for the correlation value of other variables.

Table 3. Discriminant Validity: The Fornell Larcker

Variable	(X2)	(Z1)	(X1)	(Y)	(Z2)
Social Support (X2)	0.827				
Extracurricular Study Club (Z_1)	0.508	0.787			
School Facilities (X1)	0.352	0.457	0.769		
Non-Academic Achievement (Y)	0.506	0.583	0.383	0.802	
Self-efficacy (Z2)	0.339	0.267	0.246	0.523	0.755

One of the main goals of HTMT testing is to measure the validity of discriminants in the model. HTMT is used to test the extent to which constructs measured with different indicators represent the same or different constructs in the model. HTMT is also useful for assessing the multicollinearity between constructs in the model. Multicollinearity can occur when constructs are closely interrelated, which can lead to problems in estimating and interpreting results in SEM analysis. The results of the PLS Algorithm test in **Table 4** reveal that the HTMT value in all dimensions has a value of <0.90 (0.429 to 0.576).

Tabel 4. Discriminat Validty: The HTMT

Variabel	X2	Z1	X1	And	Z2
Social Support (X_2)					
Extracurricular Study Club (Z_1)	0.559				
School Facilities (X_1)	0.394	0.485			
Non-Academic Achievement (Y)	0.575	0.639	0.429		
Self-efficacy (Z2)	0.371	0.278	0.270	0.576	

Structural Model Evaluation

Structural evaluation in testing on PLS-SEM has the main objective, which is to assess the accuracy of the proposed model predictions. This is done by evaluating the extent to which the model can explain empirical data variations and predict endogenous variables well. Overall, structural evaluation aims to improve understanding of the phenomenon being studied in the context of the research. By analyzing the relationships between variables, researchers can identify the factors that contribute to the phenomenon and develop a deeper insight into the dynamics involved.

Structural evaluation in testing on PLS-SEM has the main objective, namely to assess the prediction accuracy of the proposed model. This is done by evaluating the extent to which the model can explain variations in empirical data and predict endogenous variables well. Overall, structural evaluation aims to improve understanding of the phenomenon studied in the research context. By

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analyzing the relationships between variables, researchers can identify the factors that contribute to the phenomenon and develop deeper insight into the dynamics involved.

R^2 (Coefficient of Determination) provides an overview of how well the PLS-SEM model explains the variation in the observed endogenous variables (constructs). The higher the R^2 value, the greater the proportion of variation in the construct that the model can explain. R^2 allows comparisons between different PLS-SEM models. Researchers can use the R^2 value to compare the effectiveness of different models in explaining variations in observed constructs. Based on **Table 5**, the R^2 coefficient in the non-academic achievement variable obtained a value of 0.485. It can be interpreted that school facilities, social support, extracurricular study clubs, and *self-efficacy* affect non-academic achievement by 48.50% and the remaining 51.50% help determine how significant the contribution of latent variables to the construct is.

f^2 (effect measure) is one of the measures in PLS-SEM to evaluate the strength of the influence of latent variables on the observed construct. Specifically, f^2 measures the predictive power of latent variables against a particular construct in the model. More specifically, f^2 is calculated by dividing the square of the regression load of the latent variable in a given construct by the number of residual errors (error variance) of that construct. The results provide an idea of how much the latent variable contributes in explaining the variation in the observed constructs. *F2* helps in determining how significant the latent variable contributes to the observed construct. f^2 allows a comparison between the contributions of several latent variables to the same construct so that it can be known and determined which latent variable has the strongest influence on the observed construct. Thus, the output of the effect measure showed that the most dominant variable in influencing non-academic achievement was extracurricular study club (f2 = 0.411) in the strong category and the weakest variable was *self-efficacy* (f2 = 0.282) in the small category.

Table 5. Measurement Of Structural Model: R^2, *f2*, Q2

Variable	R^2		*f2*		Construc Cross-Validated (Q^2)				
	Value	Decision	Value	Decision	Redundancy		Communality		Predictive
					SSE	Q2	SSE	Q2	Power
PNA (Y)	0.485	Moderate	-	-	347.300	0.294	250.446	0.491	Strong
SE (Z2)	0.138	Weak	0.282	Medium	686.595	0.188	390.408	0.471	Strong
ESC (Z1)	0.346	Moderate	0.411	Large	399.663	-	269.910	0.451	Strong
DS (X2)			0.210	Medium	410.000	-	194.826	0.525	Strong
FS (X1)			0.012	Small	574.000	0.070	318.412	0.445	Strong

The next test by looking at the predictive relevance value (Q^2) aims to validate the model's predictive ability according to the reality in the field. The results of the calculation of Q2 predictive relevance were obtained with values of 0.070 to 0.294 and 0.445 to 0.525 in the cross-validated communality construct. So, the model for measuring overall school facilities can explain 70% to 52.5% of the phenomena studied. The results of both procedures indicate that school facilities have strong predictive power.

Measurement of Direct Effects

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One main purpose of hypothesis testing is to test the relationships between variables in the proposed model. This is done by analyzing the strength and significance of the relationships between the variables identified in the model. Immediate effect evaluation allows researchers to test the consistency between empirical findings and theories that support the model. Furthermore, this test analyzes the significance of the mediating effect in the research model. It is important to understand the mechanisms underlying the relationships between variables and how certain variables can mediate or change relationships between other variables.

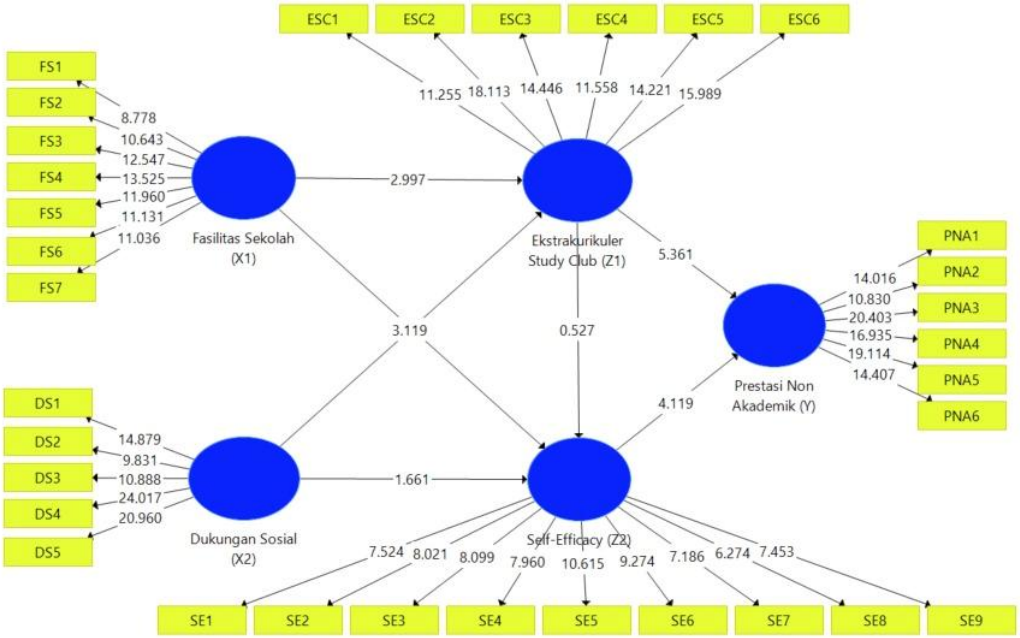

Figure 2. Evaluation of Path Analysis

A hypothesis can be accepted with significant criteria if it has a T-statistical value above 1.96. Meanwhile, the hypothesis can be accepted with a positive or negative influence if the β-values of the correlation coefficient value indicate a positive or negative influence direction. Based on the table below, the hypothesis of H-DIR5 (extracurricular study club (Z1) → *self-efficacy* (Z2) obtained a value of β-values = 0.084 and a P-value value = 0.598 (0.05). This shows that the extracurricular study club variable (Z1) has a positive, but insignificant effect on *self-efficacy* (Z2). This can be interpreted that if the extracurricular study club (Z1) variable increases, the *self-efficacy* variable will also increase, but not significantly. In hypothesis H6 (extracurricular study club (Z1) → non-academic achievement (Y), the β-value = 0.477 and the P-value = 0.000 (0.05). This shows that extracurricular study clubs have a positive and significant effect on non-academic achievement (Y). This can be interpreted that if the extracurricular variables of study clubs increase, the variables of non-academic achievement will also increase and vice versa.

Tabel 6. Result Of Path Coefficients: Direct Effect

Hipotesis	Path Analysis	β-Values (+/-)	Sample Mean	SDV	T-Statistic (>1,90)	ρ-Values (<0,05)	Decision
H-DIR$_1$	FS→ESC	0.318	0.319	0.103	3.090	0.0002	Accepted

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H-DIR²	FS→SE	0.118	0.130	0.148	0.796	0.427	Rejected
$H\text{-}DIR_3$	DS→ESC	0.396	0.410	0.125	3.157	0.002	Accepted
$H\text{-}DIR_4$	DS→SE	0.255	0.266	0.154	1.654	0.099	Rejected
$H\text{-}DIR_5$	ESC→SE	0.084	0.077	0.158	0.528	0.598	Rejected
$H\text{-}DIR_6$	ESC→PNA	0.477	0.479	0.096	4.997	0.0	Accepted
$H\text{-}DIR_7$	SE→PNA	0.396	0.402	0.105	3.675	0.0	Accepted

The Role of Study Club Extracurricular Mediation and Self-efficacy on the Influence of School Facilities and Social Support on Non-Academic Achievement

Based on the results of the indirect effects test, it was found that in the H-IND1 hypothesis, the indirect influence between School Facilities (X1) on Non-Academic Achievement (Y) through the mediation of Extracurricular Study Club (Z1) was significant. This is shown by the value of the β coefficient of 0.303, the T-statistical value of 3.242 (>1.96), and the P-value of 0.001 (<0.05). This means that H-IND1 is accepted which means that the Extracurricular Study Club plays a significant role in mediating the relationship between School Facilities and Non-Academic Achievements. These results show that the existence of adequate facilities will be more effective in improving students' non-academic achievement if mediated by active involvement in extracurricular activities.

Meanwhile, the results of testing on the H-IND2 hypothesis, which tests the indirect influence of Social Support (X2) on Non-Academic Achievement (Y) through Self-efficacy (Z2), were not significant. The value of the β coefficient was 0.033, with a T-statistic of 0.469 (<1.96) and a P-value of 0.639 (>0.05). Thus, the H-IND2 hypothesis is rejected. These findings indicate that although social support is important, without high self-confidence in students, social support is not able to significantly encourage improvements in non-academic achievement. Therefore, an approach is needed that can directly strengthen students' self-efficacy so that the social support received can contribute optimally to non-academic achievement results.

Tabel 7. Result Of Path Coefficients: Inderect Effect

Hipotesis	Path Analysis	β-values (+/-)	Sample Mean	SDV	T-Statistic (>1,90)	ρ-values (<0,05)	Decision
$H\text{-}IND_1$	FS→PNA	0.209	0.219	0.078	2.661	0.008	Accepted
$H\text{-}IND_2$	DS→SE	0.333	0.027	0.068	0.487	0.627	Rejected
$H\text{-}IND_3$	FS→SE	0.027	0.031	0.055	0.478	0.633	Accepted
$H\text{-}IND_4$	DS→PNA	0.303	0.320	0.093	3.242	0.001	Rejected
$H\text{-}IND_5$	ESC→PNA	0.033	0.327	0.059	0.563	0.574	Rejected

DISCUSSION

Result Research shows that school facilities have a positive but insignificant effect on students' non-academic achievement. Although the existence of facilities such as study rooms, laboratories, and other facilities supports student activities, they have not been utilized optimally (Fitri et al., 2024). Involvement in extracurricular activities in extracurricular study clubs increases significantly when

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facilities support (Azmi et al., 2024; Jufrizan et al., 2024). The most dominant indicator in measuring school facilities is the completeness of facilities and the comfort of the learning room. This research is in line with research (Husnun, 2023) that the existence of facilities does not guarantee an increase in performance without proper use. This means that the role of teachers and school management is very important in directing the use of facilities. This variation in results can be influenced by the level of student participation and the learning culture in the school environment.

Social support has been proven to have a positive and significant influence on students' non-academic achievement. This factor involves the role of teachers, peers, and parents in shaping student confidence and engagement. Indicators of collaboration and motivation are the main supports of this influence. Research (Rahayu et al., 2023) shows that social support forms a positive learning climate and fosters a healthy competitive spirit. This indicates that students who feel emotionally supported are better prepared to develop their non-academic potential. The relevance of these findings can be seen in the context of an inclusive and responsive school culture.

Study club extracurricular activities have a positive and significant effect on students' non-academic achievement. Through these activities, students engage in discussions, problem-solving, and teamwork that foster social and cognitive skills. Prominent indicators are active involvement in discussions, cooperation in completing tasks, Leadership, and collaboration (Lay et al., 2025). These findings are in line with research (Yhunanda & Sholeh, 2021) which states that involvement in non-academic activities improves students' reflective and leadership skills. Involvement in extracurricular study clubs increases learning motivation and cooperation between students (Masnawati et al., 2023; Meilani et al., 2023). Students who are active in extracurricular study clubs have better mental and social readiness. Therefore, schools must continue to support and develop this program systematically. Self-efficacy has a positive and significant influence on non-academic achievement. Students' confidence in their abilities is the main motivation to be active in various activities. Dominant indicators of *self-efficacy* are a feeling of ability and readiness to face challenges. Research (Edwin & Widjaja, 2020) demonstrates that students with self-efficacy Are more persistent and creative in facing challenges. In the school environment, Confident students are more active in organizational activities, competitions, and other extracurricular activities such as taking more active roles and showing leadership (Vantoria et al., 2023). Therefore, training that focuses on strengthening self-confidence is an important strategy in non-academic development.

The indirect influence of school facilities on non-academic achievement through extracurricular and self-efficacy shows significant results. Although its direct influence is not significant, facilities become important when mediated by the student's activities and self-confidence. This strengthens the mediation theory of (Kusumastuti et al., 2020) that intervening variables can bridge the influence of independent variables on binding. School facilities will be more effective if integrated with intervention programs that support the psychosocial and cognitive aspects of students. The existence of physical facilities alone is not enough without an active effort from the school to encourage student involvement and foster their confidence (Ruwaidah et al., 2025). The practical implication is that facility management must be integrated with extracurricular programs and student coaching to support the development of students' non-academic potential.

The indirect influence of social support on non-academic achievement through study clubs and self-efficacy is also significant. Emotional and social support increases student engagement in activities

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and forms a high sense of self-confidence. Indicators of social engagement and self-confidence are key to this success. Social support creates a sense of security and internal motivation that drives achievement (Amseke, 2018). In the reality of school, students who feel accepted and supported are more likely to develop their potential. Therefore, a holistic approach by fostering a collaborative culture is the main need of schools today.

The findings of this study show the importance of synergy between environmental, psychological, and participatory factors in shaping non-academic achievements. Social support and student confidence are more decisive compared to existing physical facilities. However, facilities are still needed as a means of supporting non-academic learning activities. This research is in line with Bandura's social cognitive theory and enriches references regarding the determinants of student achievement outside the academic aspect. Local contexts, participatory cultures, and school policies contribute to the diversity of research results. This shows that a holistic and context-based approach is the key to the success of developing students' potential as a whole.

CONCLUSION

This study found that school facilities and social support have a positive and significant effect on students' non-academic achievement, either directly or indirectly through extracurricular mediation of study clubs and self-efficacy. This indicates that a supportive physical environment and healthy social interaction are important factors in the formation of students' character and achievement outside of academia. The contribution of this research scientifically lies in the use of the PLS-SEM approach which integrates external environmental variables (facilities and social support), psychosocial mediation variables (extracurricular and self-efficacy), and the results of non-academic student achievement as a whole. With this approach, the research expands the understanding of how the learning environment and the psychological condition of students work simultaneously in shaping non-academic achievement. This study also confirms the position of self-efficacy as a significant mediating variable in the relationship between external factors and student achievement outcomes, reinforcing the relevance of this concept in contextual education in Indonesia.

These findings provide important implications for education policy, especially on strengthening non-academic aspects that are often overlooked. Schools are advised to increase the availability of learning facilities that support overall student activities as well as build a positive social environment through the involvement of teachers, peers, and families. Practical recommendations include the preparation of structured extracurricular programs that actively involve students as well as character-building training that is able to foster confidence. This research also emphasizes the importance of designing a learning approach that focuses not only on academic cognition, but also on the social and affective dimensions of students. The theoretical implications of this study show the need for a holistic approach to measuring educational success that involves the environmental, psychological, and participatory aspects of students simultaneously.

However, this study has limitations in location coverage that is only conducted in one school and the sample is limited to students who participate in specific extracurriculars, so generalization of results still needs to be done carefully. Another limitation is the quantitative approach which not delve deeply into students' subjective experiences during extracurricular activities and the process of

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strengthening self-efficacy. Therefore, follow-up studies are recommended to use a mixed approach to enrich understanding of the process of internalizing values in extracurricular activities and their influence on non-academic achievement. Further research can also examine the influence of moderation from other factors such as learning motivation, student leadership, and the role of parents in supporting student involvement in non-academic activities.

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