

## IMPLEMENTATION OF RISK MANAGEMENT ON STUDENT LEARNING ACHIEVEMENT SUCCESS AT SDN SUKAPURA 247 BANDUNG

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**Abstrak:** *In the teaching and learning process at school, students are often found who cannot achieve learning achievements commensurate with their intelligence abilities. Therefore, the level of intelligence is not the only factor that determines a person's success, because there are other factors that influence it. Therefore, a person's success requires in-depth research, to minimize the factors that influence the success of a student's learning achievement. This research aims to find answers to what causal factors have an impact on the success of student achievement and determine the application of risk management. This research uses qualitative methods (Library Research), data obtained from interviews, observations, journal and book publications. The research results cover several aspects related to factors that influence student learning achievement, covering several aspects, the research results show that there are factors that cause students to worry about having an impact on their learning achievement. In cases like this, many students do not dare to try new things for fear of losing academic grades and losing self-confidence. Therefore, an interview was immediately conducted with one of the students, the student explained why he was not brave and not confident. He said that these things were caused by several factors that made him lack self-confidence, making many people afraid to take risks.*

**Keyword :** *students, factors, achievements*

### Introduction

Education is a lifelong process that unfolds from the moment a person is born until the end of their life. Every individual undergoes behavioral changes shaped by interactions with both their social and physical environment, and these shifts serve as indicators that learning is taking place. Within the learning process, teachers act as facilitators, motivators, and guides, yet students remain the central agents who shape the quality of their own learning experiences. Each learner carries unique goals, aspirations, and personal characteristics, making their success in achieving competencies deeply dependent on their ability to manage themselves and adapt to learning situations. Academic achievement, therefore, is not merely a numerical outcome; it reflects a combination of internal and external processes that shape students' learning behavior.

Education is also inseparable from the influence of innate traits and the surrounding social environment. Scholars such as Sardiman emphasize that social interaction and daily experiences play significant roles in developing learning abilities and achieving educational goals. For this reason, learning objectives designed by educational institutions must align with student characteristics to ensure meaningful and effective learning. Learning outcomes serve

as indicators of the mastery of knowledge, skills, and behaviors gained over a certain period. Although represented by grades or scores, these numbers are inseparable from the factors that shape the learning process leading up to them.

In educational organizations, risk management has become an essential element. Similar to business institutions, schools encounter various risks that may hinder their efforts to achieve educational goals—ranging from student discipline issues and environmental factors to instructional systems and the quality of internal management. Each institution must identify these risks, assess their impact, and develop mitigation strategies to keep the learning process running effectively. Implementing a systematic, objective, and adaptive risk management framework is crucial to maintaining educational quality and enabling data-driven decision-making.

Educational quality itself carries a broad meaning and is interpreted differently by stakeholders. Generally, it encompasses an institution's ability to ensure students receive relevant, meaningful learning experiences that equip them for future challenges. Quality is influenced not only by infrastructure, but also by instructional effectiveness, school management, and teachers' ability to create a supportive learning environment. In today's evolving educational landscape, the need for effective risk management has become increasingly urgent to ensure all educational processes meet quality standards and remain resilient to potential disruptions.

Research consistently shows that academic achievement is shaped by a blend of internal and external factors. Ibrahim's study, for example, reveals that intrinsic and extrinsic motivation, physiological and psychological conditions, as well as family and school environments, are key determinants of student performance. No single factor acts as the sole driver; rather, achievement results from the synergy of all these components. This underscores the need for a holistic approach in improving student outcomes. In school environments, common issues such as an unengaging learning atmosphere, monotonous teaching methods, excessive workload, and low motivation often surface, especially during early adolescence when students may be more attracted to external activities. These conditions can give rise to academic risks, including declining performance, learning gaps, and increased absenteeism.

Preliminary observations at SDN Sukapura 247 indicate that several students struggle to maintain their academic performance due to environmental influences, low motivation, and inconsistent study habits. Educational risks such as absenteeism, late submission of assignments, insufficient readiness for assessments, and low classroom participation frequently occur. Students who skip classes, for instance, often face difficulties during evaluations and end up receiving grades that do not reflect their true potential. From a school management perspective, these issues constitute academic risks that require immediate identification and appropriate mitigation strategies.

Risk management in primary schools is essential to anticipate factors that may hinder the achievement of learning goals. Educational risk management includes identifying risks, analyzing their likelihood and impact, designing mitigation plans, implementing strategies, and monitoring progress. When applied effectively, it helps reduce the chance of academic failure, enhances instructional quality, and ensures that every student has the opportunity to achieve

their best performance. Proper risk management not only improves academic outcomes but also supports students' psychological well-being, strengthens teacher–student relationships, and boosts overall learning effectiveness.

Based on these challenges, this study aims to analyze the factors influencing student achievement and assess how risk management is implemented at SDN Sukapura 247. The research seeks to identify the most impactful risks affecting student performance, understand how students respond to these risks, and examine how the school develops and applies mitigation strategies. The findings are expected to contribute scientific insights into the relationship between risk management and academic achievement while offering practical recommendations for enhancing learning quality. Ultimately, this study not only examines academic aspects but also explores how schools can build a safe, adaptive, and effective learning ecosystem capable of addressing future educational challenges.

## **Methods**

The study employs a descriptive–analytical research design to examine the factors influencing student achievement and evaluate the application of risk management practices in the school environment. Data were collected through classroom observations, structured interviews with teachers and students, and documentation of academic records. The research process involved identifying potential academic risks, assessing their frequency and impact, and analyzing how the school responds to these challenges through planned mitigation strategies. This approach allows for a comprehensive understanding of student behavior, learning conditions, and institutional management practices that shape overall learning outcomes.

## **Results and Discussion**

### **Implementation Of Risk Management On Student Learning Achievement Success in SDN Sukapura 247 Bandung**

The findings of this research reveal a detailed portrait of how risk management is implemented at SDN Sukapura 247 Bandung and how such practices influence the success of student learning achievement. Throughout the stages of investigation, it became evident that the school environment, student characteristics, teacher practices, and administrative systems all intersect in determining how risks are identified, interpreted, and managed within the educational setting. While the school has put forward several formal and informal strategies to mitigate challenges that may hinder learning, the research highlights particular strengths, gaps, and dynamics that shape academic outcomes. As I examined the day-to-day learning activities, patterns of student behavior, teacher–student interactions, and administrative procedures, I discovered that risk management—although not always explicitly labeled—has become an essential component in sustaining the learning process and supporting student performance.

One of the most significant findings is that academic risks often originate from repetitive issues relating to student motivation, attendance patterns, and inconsistency in learning habits. During classroom observations, I noticed a group of students consistently displaying a lack of engagement, such as arriving late, appearing unprepared, or showing

minimal participation in class activities. Teachers reported that these behavioral patterns had direct implications for learning achievement, often leading to incomplete assignments, lower scores on assessments, and limited progress in mastering competencies. Some students acknowledged that a lack of support at home, distractions from peer activities, or insufficient interest in certain subjects contributed to the difficulty in maintaining academic discipline. These factors represent internal risks, which the school attempts to address through motivation-building approaches, counseling sessions, and closer communication between teachers and parents.

In addition to internal risks, external risk factors emerging from the school's social environment also play a crucial role. Through interviews with teachers, I learned that influences such as neighborhood conditions, peer groups, and family economic challenges can affect students' readiness to learn. Several teachers observed that students living in more unstable environments tend to experience higher absenteeism and greater difficulty concentrating during lessons. These risks require the school to function not only as an educational institution but also as a support system capable of understanding and responding to the broader socio-economic realities of its learners. The school's initiatives—such as maintaining regular communication with parents, offering additional academic support, and creating a more structured learning environment—represent efforts to mitigate risks originating from outside the classroom.

The research also found that risk management practices at SDN Sukapura 247 are largely shaped by the proactive efforts of teachers who serve as the central agents of monitoring and controlling academic risks. Teachers consistently track attendance, observe changes in student behavior, and identify early signs of academic decline. These observations are then communicated to school leadership through routine meetings or informal discussions to ensure timely intervention. Teachers described that establishing an emotional connection with students, providing personalized feedback, and adjusting teaching strategies based on classroom dynamics are important components of risk mitigation. Such actions may not be explicitly documented as formal risk management procedures, yet they constitute a vital foundation for reducing the likelihood of academic setbacks.

The school's administrative structure also demonstrates a growing awareness of the need for systematic risk management, particularly in relation to planning, monitoring, and evaluation. According to interviews with school leadership, risk identification is often conducted through regular academic evaluations, teacher discussions, and performance monitoring tools. The school uses academic reports, attendance records, and behavioral documentation to assess which students are at risk of underperforming. Once risks are identified, the school may implement several forms of interventions, such as remediation programs, additional tutoring, classroom behavior monitoring, and collaboration with parents to ensure consistent follow-up at home. The principal emphasized that data-based decision-making plays a crucial role in ensuring that interventions remain targeted and effective.

Throughout the research process, I observed a recurring theme: the interconnectedness of academic risk management with the overall quality of learning. In classrooms where teachers applied diverse teaching methods, provided clear instructions, and maintained a supportive

atmosphere, student engagement tended to be significantly higher. This environment not only reduced academic risks but also enhanced student motivation. Conversely, in classes where teaching methods were more rigid or repetitive, student participation declined, increasing the likelihood of academic disengagement. These observations underline the importance of teacher adaptability and instructional innovation as key elements in minimizing risks and promoting academic success.

Communication between the school and parents emerged as another important factor in managing academic risks. Teachers consistently reported that learning outcomes tended to improve when parents were actively involved in monitoring homework, attending school meetings, and engaging in open discussions regarding their children's progress. However, parental involvement varies widely across the student population, with some parents unable to participate due to work obligations or limited understanding of educational expectations. This inconsistency contributes to uneven risk exposure among students. The school has attempted to address this issue by providing more accessible communication channels, such as online groups and flexible meeting schedules, yet maintaining consistent parental engagement remains a notable challenge.

Another key finding is that students' personal perceptions of school and learning significantly influence their responsiveness to risk mitigation strategies. During interviews, some students expressed enthusiasm for certain subjects because they found the teaching methods interesting or felt supported by their teachers. In contrast, others admitted feeling intimidated or discouraged by subjects perceived as difficult. This emotional dimension plays a significant role in how students approach learning tasks, respond to challenges, and utilize the support systems available to them. The school's efforts to create a more welcoming learning environment—such as integrating games, interactive discussions, and collaborative projects—help reduce learning anxiety while increasing student confidence.

From a broader perspective, the research also indicates that risk management extends beyond academic performance to encompass the social-emotional well-being of students. Teachers and school staff recognize that emotional difficulties, such as low self-esteem, anxiety, or social isolation, can hinder academic progress. In response, the school encourages open communication, conducts motivational activities, and promotes peer collaboration to foster a sense of belonging among students. These efforts demonstrate an understanding that academic risks cannot be separated from students' psychological experiences within the school environment.

Despite these positive efforts, several gaps remain in the current risk management system. One notable gap is the inconsistency in documentation and evaluation of risk mitigation strategies. While teachers and administrators actively monitor student challenges, the school lacks a fully structured framework that outlines specific procedures for risk identification, categorization, and intervention. As a result, responses to risks can sometimes be reactive rather than preventive. In some cases, interventions are implemented based on teacher experience rather than standardized guidelines, making it difficult to ensure consistency across classrooms or measure the long-term impact of such strategies. Strengthening the

formalization of these processes could significantly enhance the effectiveness of risk management at the institutional level.

Another challenge relates to resource limitations. Teachers reported that large class sizes, time constraints, and a lack of specialized support personnel (such as counselors or academic intervention specialists) sometimes hinder the consistent monitoring of students at risk. These limitations mean that teachers must balance teaching responsibilities with administrative duties and risk management tasks, potentially reducing the depth and consistency of interventions. School leadership acknowledged this challenge and expressed a desire to strengthen human resource allocation and teacher training programs in the future.

In evaluating the overall implementation of risk management, it becomes clear that SDN Sukapura 247 Bandung is progressing toward a more reflective and adaptive model of educational management. The school has established a culture of responsiveness, where teachers and administrators work collaboratively to support students and address emerging challenges. The dynamic flow of communication between teachers, the school leadership, and parents represents a strong foundation for risk management. However, the effectiveness of these efforts still relies heavily on individual teacher initiatives and informal practices rather than a fully integrated system.

The relationship between risk management and student learning achievement is evident across the findings. Students who received timely interventions, experienced supportive learning environments, and benefited from consistent monitoring generally demonstrated better learning outcomes. They were more likely to complete assignments, participate actively in lessons, and show improvements in assessments. Conversely, students exposed to unaddressed risks—such as chronic absenteeism, low motivation, or unstable home environments—showed declining performance and increasing difficulty in meeting learning targets. These patterns reaffirm the crucial role of structured risk management in ensuring academic success.

In summary, the research reveals that effective risk management at SDN Sukapura 247 Bandung is characterized by proactive teacher engagement, ongoing monitoring, adaptive instructional strategies, and constructive collaboration between school and home. While significant progress has been made, further improvements are needed, particularly in formalizing risk management procedures, strengthening parental involvement, and expanding support resources. The findings underscore the importance of comprehensive and systematic approaches to risk management in enhancing student achievement and sustaining a high-quality learning environment. Ultimately, the successful implementation of academic risk management not only supports student learning outcomes but also strengthens the school's ability to provide a stable, inclusive, and future-oriented educational ecosystem.

## **Discussion**

The findings of this study demonstrate that the implementation of academic risk management at SDN Sukapura 247 Bandung plays a pivotal role in shaping student learning achievement, reinforcing the notion that risk-aware educational governance contributes meaningfully to academic success. When interpreted through the lens of contemporary educational management theories, the results highlight that early identification, systematic

evaluation, and responsive mitigation of risks function as crucial mechanisms that influence both learning processes and outcomes. The patterns observed in this research correspond with existing literature indicating that student academic performance is not merely the product of instructional delivery, but rather the outcome of an intricate interplay of behavioral, environmental, pedagogical, and managerial variables. Within this dynamic ecosystem, risk management emerges as an integrative framework that bridges these variables, providing schools with structured approaches to anticipate challenges, intervene effectively, and sustain high-quality learning environments.

A major insight from this study is that academic risks often manifest subtly before evolving into significant learning barriers, thus underscoring the need for proactive monitoring. The school's reliance on teacher-led observation and continuous behavior tracking aligns with research emphasizing the centrality of frontline educators in detecting early warning signs of academic decline. Teachers' intuitive understanding of student behavior provides them with the capacity to identify irregularities—such as declining motivation, sudden disengagement, or persistent absenteeism—long before these issues escalate into measurable academic deficits. The significance of this pedagogical vigilance becomes apparent when considering that students facing consistent motivational and behavioral challenges performed noticeably lower than their peers, particularly in tasks requiring sustained concentration and conceptual mastery. These findings reinforce previous studies suggesting that intrinsic motivation, classroom engagement, and emotional readiness are among the strongest predictors of academic achievement, thereby showing how risk management strategies aimed at cultivating these factors can improve learning outcomes.

At the same time, the research reveals that risk management in the school is highly influenced by contextual elements beyond the classroom. Students' home environments, social interactions, and socio-economic conditions substantially shape their academic readiness. Teachers frequently reported that students who encounter instability or limited support outside school often display reduced attention, emotional distress, or irregular attendance patterns, all of which contribute to increased academic vulnerability. This finding resonates with ecological theories of learning, which argue that academic behavior cannot be detached from the broader systems in which students operate. Risk management, therefore, needs to extend beyond internal classroom regulation and incorporate strategies that engage families and communities in the learning process. Although SDN Sukapura 247 demonstrates considerable effort in strengthening communication with parents, the variability in parental participation presents an ongoing challenge. Inconsistent engagement suggests that risk mitigation strategies require sustained support mechanisms that reach families with limited availability or educational capacity.

Within the school setting, the adaptability of teachers emerges as a critical component of successful risk mitigation. Classrooms characterized by varied instructional methods—such as interactive activities, clear scaffolding, and collaborative learning—exhibited higher levels of student engagement and lower academic risk. This aligns with constructivist learning theories, which posit that students are more likely to retain information and sustain motivation when learning experiences are meaningful, interactive, and cognitively stimulating.

Conversely, rigid or monotonous teaching approaches were associated with increased disengagement, reinforcing the argument that pedagogical flexibility is indispensable in risk management. Teachers who adapt their strategies based on real-time classroom conditions demonstrate an ability to neutralize emerging risks by ensuring that learning remains accessible and relevant to diverse student needs.

The findings further suggest that emotional climate plays a substantial role in shaping how students engage with academic tasks and respond to risk mitigation measures. Students who reported feeling supported, understood, and valued by their teachers displayed greater resilience when confronting academic challenges. These observations support psychological research showing that emotional security enhances cognitive performance by reducing anxiety, improving focus, and strengthening students' willingness to participate actively in learning. Consequently, risk management is not solely a procedural framework but also an affective one, requiring teachers to build relationships that foster trust and emotional stability. Schools that nurture such environments tend to develop learners with stronger self-regulation skills, higher academic confidence, and greater persistence—all of which serve as protective factors against academic failure.

However, the study also identifies critical gaps in the school's risk management system. One major limitation is the absence of a formalized, institution-wide risk management framework. Although teachers and administrators carry out numerous risk mitigation practices, these actions are largely informal, intuitive, and undocumented. This results in inconsistent intervention strategies across classrooms and limits the school's ability to measure the long-term impact of its efforts. Without structured guidelines, risk identification may depend heavily on individual teacher experience rather than systematic analysis, which can lead to uneven monitoring and delayed intervention for some students. The absence of standardized documentation also restricts the school's capacity to track patterns, evaluate program effectiveness, and refine strategies based on data-driven insights. For schools seeking to strengthen academic performance through risk management, formalization is essential; it enables scalability, consistency, accountability, and continuous improvement.

Resource limitations present another challenge that influences the depth and consistency of risk management implementation. Teachers reported that large class sizes, limited instructional support, and the absence of specialized personnel—such as school counselors or learning intervention specialists—reduce their ability to provide targeted assistance to at-risk students. Such constraints align with literature indicating that resource adequacy is a key determinant of successful school-based risk management. When teachers are burdened with multiple administrative and instructional tasks, their capacity to conduct detailed monitoring diminishes. This highlights the need for schools to invest in support mechanisms, including professional development, additional staff, and technological tools that facilitate real-time data tracking and individualized student support.

Despite these challenges, the study demonstrates that SDN Sukapura 247 has cultivated a strong culture of collaboration and responsiveness, which contributes positively to academic resilience. Teachers work together with administrators and parents to address emerging risks, demonstrating a collective commitment to student success. This collaborative ethos aligns with

organizational theories emphasizing that institutional coherence and shared responsibility enhance the effectiveness of educational interventions. Collaboration also enables timely problem-solving and ensures that students receive support that is both coordinated and holistic.

## Conclusion

This study concludes that the implementation of academic risk management at SDN Sukapura 247 Bandung significantly shapes student learning achievement by providing a structured framework for identifying, analyzing, and mitigating potential barriers to academic success. The findings show that risks originate from a combination of internal factors—such as motivation, attendance, and learning discipline—and external influences including family dynamics, socio-economic conditions, and peer environments. Teachers play a central role as frontline risk detectors, employing continuous observation, adaptive teaching strategies, and personalized guidance to prevent academic decline. The emotional climate of the classroom, parental involvement, and the school’s administrative responsiveness further contribute to the effectiveness of risk mitigation. Although the school demonstrates substantial progress, challenges persist in the form of limited documentation, inconsistent formal procedures, and resource constraints. Strengthening institutional frameworks, improving parental outreach, and expanding professional support services will enhance the school’s capacity to manage risks more systematically. Overall, the study affirms that a comprehensive, proactive, and collaborative risk management approach is essential for fostering academic resilience and ensuring that students achieve their optimal learning potential.

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