

Implementation of Student Management

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ABSTRACT

In order to ensure that educational objectives are met in an efficient and effective manner, student management is used to control and direct all student activities. In order to achieve educational objectives as a whole, it is necessary to have a system in place to manage students in a way that allows them to participate actively and calmly in all learning activities. Education as a disciplining tool works best when students' beliefs and actions are congruent with those of the madrasah. If madrasahs want to be safe and welcoming places for students to learn, they must do what is necessary to enforce the rules. Teachers need to take each student's mental health into account when deciding how to discipline them. By utilizing the literature study model, this study demonstrates that student management involves various activities that can help students reach their full potential. These activities include: new student orientation, discipline development through shaping students' attitudes, appearance, and behavior to align with relevant values, norms, and regulations; and providing services to students in an educational institution both during and outside of class time. Orientation and disciplinary development, monitoring student progress toward learning outcomes, and welcoming new students are the three primary responsibilities of this kind of student management.

Keywords: Student Management, Education, Discipline

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1. INTRODUCTION

The success of student management cannot be separated from the existence of the madrasah head and madrasah residents, where the students study. The madrasah's leader controls and determines the madrasah's trajectory of success. Go where the madrasa wants you to go and aim for what you want. When it comes to managing students, the madrasa head is the one who sets the tone for the pupils to succeed. The madrasa head is fully responsible for managing the students, which is a vital role. The purpose of student management is to ensure that all aspects of a madrasah experience, from admission to graduation, are designed to support each student's personal development and progress to the best of our abilities.

Students are an important part and will not be separated from an education system, because the ultimate goal of an educational world is to make the students successful in achieving the goals of an education that has been set. And further than that, in a world education is labeled a success when we manage to lead students to the future (Muhammad Muspawi, 2020).

In line with the objectives of National Education, Oemar Hamalik characterizes pupils as an input component that undergoes processing inside the educational system in order to produce excellent human beings (Imam Machali dan Ara Hidayat, 2018). Additionally, as stated in Republic of Indonesia Law no. 20 of 2003 about the National Education System, there are individuals who continuously work to reach their full potential by making use of the learning opportunities presented by various educational paths, levels, and kinds. Data pertaining to other possible resources and personal information about each student are not the only things that need to be recorded in student management. Student management encompasses a wide range of endeavors, however, including initiatives to educate youngsters at madrasas in order to help them reach their full potential.

To ensure a nation's continued existence, education plays a crucial role. Education has evolved into an essential need for the people of Indonesia. Conversely, educational attainment is indicative of a country's development. "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills required of him, society, nation and state." is the first paragraph of Article 1 of Law Number 20 of 2003 regarding the National Education System. Students' achievements have commonalities from a sociological perspective. These similarities can be captured from the fact that they are both human children, and therefore have the same elements of humanity. The facts show that no child is more humane than other children and no child is less human than other children. It is these similarities that children have that give rise to the same consequences of the rights they have.

In addition to facilitating students' academic, social, and personal growth, student management serves as a means by which students may reach their full potential. It is important for leaders to understand student management as an educational system, as a goal in and of itself, and as a means to an end in terms of educational efficacy if the educational idea is to be successful.

Previous work by MuhamadKhoirulUmam on the topic of student management and its impact on educational quality forms the basis of this study. Writing this essay has as its primary goal the discussion of how students, as an integral part of the educational system, may contribute to the improvement of educational quality. Science relies on students as its primary raw material, and this is especially true in the field of education. One way to look at learning is as a set of interrelated processes. Goals, resources, procedures, and assessment are all part of this. When selecting or deciding upon learning techniques and models, educators must pay close attention to the four learning components. Executing tasks related to its implementation, being well-versed in several phrases that characterize the teacher's approach to instruction. Nowadays, there is a plethora of options for improving the quality of learning via various tactics and methodologies.

2. METHODS

Reading the data with the ideas of experts with a constructive approach and interpretation of the main content constitute the research methodology in this study. The library study is based on a bibliography, data sourced from books and articles in scientific journals that are relevant to the main problem.

One kind of qualitative research is known as the "library method," and it entails conducting studies in physical locations such as libraries, archives, and papers. According to Nyoman Kutha Ratna, the library technique is a way of doing research that involves gathering data from libraries, which are already home to a wealth of study materials (A Prastowo, 2011). Field research, defined as studies that systematically gather data from actual locations in the field, is a part of this larger body of work (Arikunto, 2006). Instead of using experimental methods, qualitative research relies on in-depth interviews and observations of real-world items to draw conclusions about their characteristics. This approach is rooted in postpositivist philosophy (Sugiyono, 2012). Research that is descriptive provides a detailed account of relevant theory and findings as they pertain to the variables under investigation (Lexy. J. Moleong, 2000).

3. FINDINGS AND DISCUSSION

Management is the achievement of something through efforts carried out together with people. In an administrative system, management entails a sequence of steps taken to achieve logical cooperative relationships (Purwanto, 2009). In achieving educational goals, the success of management of all components of educational activities, including student management, is determined. Students are anyone who is registered as a student object at an educational institution (Arikunto, 1986).

Management of students, also known as student affairs, entails overseeing all aspects of a school's growth, from the admissions process to on-campus tutoring and career guidance, all the way through to graduation, all while fostering an environment that supports effective teaching and learning (Mantja, 2007).

From the time they are admitted until the time they graduate, student management encompasses all aspects of a school's operations, including the conscious planning and execution of all activities and the provision of ongoing support to each and every student so that they may make meaningful contributions to the classroom experience (Ary Gunawan, 1996).

Management and supervision of students both inside and outside of the classroom, including activities like registration and introductions, as well as individual services like helping students develop their skills, interests, and needs as they progress through school, are all part of student management, also known as pupil personnel administration, according to Kenezovich (Ali Imron, 2016). Given these criteria, it's clear that student/student management means overseeing all aspect of a student's time at a school, from enrollment to graduation.

Principles in the education system are something that must be used as a guideline in an activity until the activity actually runs smoothly. When we talk about principles in student management, we imply that preexisting concepts should be used as a basis for organizing and managing students. There are several principles in implementing student management, as explained by the UPI Bandung educational administration lecturer team as follows. First, all activities must refer to applicable regulations. Second, it can be seen as part of overall institutional management. Third, student management activities as a whole must carry out the educational mission. Fourth, the main goal is to bring together kids from all walks of life and teach them to appreciate and value one another's unique perspectives and experiences. Fifth, the goal of student management is to control how much potential each student have via its various activities. Sixth, students should be able to motivate and inspire one another to reach their full potential as individuals when they are in charge of student activities. Seventh, the goals of student management in the classroom and beyond should be to help each student reach his or her full cognitive, emotional, and physical potential.

This is known as educational management in the field of education. Another way to look at educational management is as a set of procedures for making sure that all available resources are being used effectively by the people working in the field of education to reach predetermined objectives. Human resources (including students, instructors, madrasa heads, and other members of the educational staff) and material resources (including funds, machinery, supplies, and buildings) are all part of the resources that are being discussed here. In addition to serving as a valuable resource for teachers, students are the primary component of every educational endeavor.

In keeping with the requirements and growth of the students, the school's mission was defined, the curriculum was developed, instructors were hired, and educational facilities and infrastructure were created. When there is discipline in a madrasah or class, pupils act, look, and think in a way that is consistent with the rules and regulations of that place. Developing "inner control" via self-discipline is a good thing since it helps people conform to social norms and ensures their own safety. A system that can govern and optimize the numerous instructional components and resources already present is essential for madrasas, just as it is for any educational institution.

Within the framework of improving discipline, students can strive and strive to do the following: be present at school 10 minutes before lessons start; actively participate in all teaching and learning activities; do the job well; participate in extra-curricular activities of their choice; have complete learning; obey school rules; not leaving school without permission and others that can improve student discipline.

School rules and regulations are one of the tools that can be used by madrasah heads to train students to practice discipline at the madrasah. School discipline can be given, among other things, through rewards and punishments. A reward is something pleasant that students receive for achieving good results, trying well or behaving in a

way that can be an example for others. while punishment is something unpleasant that students must accept or do because they behave inappropriately.

There are also three forms of educational success in the form of coaching and controlling disciplinary techniques as follows. As a kind of external control, guidance and counseling—which is often misunderstood as a type of rigorous supervision—often comes with consequences for pupils who disobey the guidelines. Students demonstrate self-aware, disciplined conduct by following school norms and rules; this internal control strategy is associated with a positive response to punishment. Methods of cooperative control. While using this method, both the instructor and the students are expected to maintain a level of self-control and demonstrate an understanding of the shared purpose of the educational endeavor.

The success of the teaching and learning process is ensured by both parties via control, as it is avoided from an environment that neither wants. Working together, the two groups demonstrate self-control as they work toward common objectives. So, in order to create an effective classroom, instructors and students must constantly work together to manage classroom dynamics in a manner that promotes learning.

Student Management As A Goal Of Education

Management is the process of getting things done by coordinating the activities of many individuals. In an administrative system, management may be seen as a sequence of steps taken to achieve reasonable cooperative relationships (Purwanto, 2013). In achieving these educational goals, the success of management of all components of educational activities, including student management, is determined. Students are anyone who is registered as a student object at an educational institution (Arikunto, 1986).

Student management is two words from "management and students" which are mutually interested in these two words. Management itself is interpreted in various ways. Looking at its etymology, we find that management is a borrowing from management (English). This term has its roots in Latin, French, and Italian, namely in the words *manus*, *mano*, *manage/manager*, and *meneggiare*. *Maneggiare* entails teaching a horse to walk, trot, or dance in a certain pattern. The term "student management" can refer to either the process of overseeing all things pertaining to students or student affairs management. This includes managing the admissions process, providing guidance to students while they are enrolled, and ensuring that they graduate from high school in an environment that supports their continued academic success (Mantja, 2007). As a whole, student management encompasses everything from the admissions process all the way through to the students' departure from a school, including all the activities that are planned and executed intentionally and the ongoing guidance for all students to ensure that they participate in the teaching and learning process effectively and efficiently (Gunawan, 2017). We may infer from the above definitions that student management entails overseeing all

activities pertaining to students, from their admission until their departure from a school.

In order to ensure that the madrasah's educational process runs smoothly, regularly, and effectively toward the attainment of its stated aims, Badrudin defines student management as the practice of controlling and directing all aspects of student behavior with the purpose of facilitating learning. In addition, as stated by Qomar Malik, the purpose of student management is to coordinate different aspects of student life in madrasas in a way that facilitates disciplined study and the attainment of academic objectives. This includes making necessary arrangements through school services to ensure that students have a positive educational experience (M. Qomar, 2007).

Apart from that, the Indonesian Ministry of National Education explained that student management also has specific objectives. It is hoped that it can improve students' knowledge, skills and psychomotor skills. As a venue for channelling and developing general skills (intelligence), talents and interests of pupils. To address the needs of students, it serves as a platform where students may voice their ambitions. May continue to have good fortune and fulfil their aspirations so that their children have the best chance of a successful education.

Another important role of student management is to help students reach their full academic, social, and personal potential. According to Badrudin, the purpose of student management is to help each student reach his or her full potential in all areas of life, including personal development, social development, aspirational development, and meeting basic necessities. At the same time, student management serves to satisfy the needs and promote the welfare of students by encouraging their individual growth in relation to the advancement of social functions, providing a platform for students to express their hopes and dreams, and so on. It is worth noting that the purpose of student management is to ensure that all activities pertaining to the learning process are well-coordinated and executed in a way that promotes order and smooth progress towards educational objectives. Student management, meantime, is there to support students as they strive to reach their full academic, social, and personal potential.

The overarching goals of student management are as follows: first, to ensure that all student activities are structured in a way that supports the classroom instruction; second, to ensure that the classroom instruction itself is well-organised and runs smoothly; and third, to help the school and its students reach their academic and personal objectives (Arikunto, 1986). The following are the particular goals of student management. Enrich the understanding, competence, and psychomotor abilities of the pupils. Fostering the growth of pupils' interests, skills, and general abilities (intelligence). Channelling dreams, hopes and addressing pupils' needs. In order for pupils to succeed academically and realise their aspirations, it is believed that they must first accomplish the first three goals listed above.

This is the very definition of the student management role. One purpose of helping pupils become more unique is allowing them to reach their full potential without facing too many obstacles. talents such as general intellect, specific skill, and other talents are part of these inherent potentials. Students' ability to interact socially with one another, their families and teachers, as well as the school and community at large, is an important component of their social function development. Students are social beings by nature, and this role is connected to that. One purpose of channelling students' interests, hobbies, and passions is to help them achieve their goals and dreams. Students' interests, hobbies, and leisure activities may contribute to their personal growth if directed appropriately. The purpose of attending to students' needs and welfare is to ensure that they achieve success in life. If he is well taken care of, he would naturally consider the well-being of his classmates (Badruddin, 2014).

The results of student management indicate that current concepts should be used as recommendations for managing or organising students. Acceptance of new students, activities to track learning progress, and the formulation of disciplinary policies and procedures are the three primary responsibilities of a student manager.

To be more specific, the following is the range of pupils. Curriculum Development: In order to effectively manage students, one must first plan. Students need to be well-organised, since that's how things can be thoroughly considered. This allows for the prompt resolution of any issues that may occur. Welcome to New Students! A crucial aspect of student management is the process of admitting new students. Five steps make up the process of welcoming new students: (1) establishing a policy to welcome students, (2) establishing a system to accept students, (3) establishing criteria to admit students, (4) developing processes to accept students, and (5) addressing any issues that may arise. Upon successful re-registration, students will be able to begin the school year with an orientation. The first days of class are when this orientation begins. Part one covers the rationale and constraints of student orientation, part two lays out the objectives and roles of orientation, part three covers the first days at school, and part four details how long orientation lasts. In charge of keeping track of students' presence and absence. Being physically present at school is crucial for the success of the educational process. Without students, it would be impossible to teach and learn. Interactions between teachers and students may only take place when there are pupils present at school. Classification or grouping of re-registered students is necessary. Classification is essential, but it is not meant to divide pupils; rather, it is meant to facilitate their achievement. This section covers activities such as (1) the importance of grouping, (2) discussions on grouping, (3) different kinds of grouping, and (4) grouping and majors. It is crucial to regularly assess students' learning outcomes so that their progress may be tracked. The goal of assessing learning outcomes for pupils is to find out how well they have met expectations. First, the need of evaluating student learning outcomes; second, the limitations of doing so; fourth, methods for doing so; fifth, criteria for doing so; and sixth, evaluations conducted after the fact to ensure that students' progress has been adequately

addressed. Each school has its own policy about class promotions. Class promotion is rife with issues that need astute solutions. The use of functions and objective data on student assessment scores might help to minimise this difficulty. When sharing the findings of learning assessments with pupils, educators must exercise caution. Problems arise in the field of education while attempting to manage students who transfer or drop out. Consequently, it is essential that both be managed well to avoid long-term difficulties and anarchy, which would subsequently interrupt school operations overall. Education here is centred on certain standards for pupils, including a code of ethics, a system of courts, and the administration of punishment and discipline. Students are expected to adhere to these standards and regulations. Instructors also have a responsibility to set a good example by consistently using the policies and procedures put in place by their schools.

Growth as a Learner Providing services to students at an educational institution, both inside and outside of class study hours, is what is meant by student development. Making pupils aware of their learning tasks or establishing circumstances for them to do so is how guidance is carried out. Introduce yourself to the subject matter with an orientation. The social and physical settings of the madrasah are also covered in this first section. The madrasah's physical environment consists of the roads leading up to the madrasah, the school grounds, the playgrounds inside the madrasah, the sports fields, the buildings and equipment of the school, and any other amenities that are offered by the school.

Student Management as Supporting Educational Effectiveness

The results of the learning process reveal the variety of approaches to successful learning. Product, artificial, assembly, income, fruit, acquisition, accomplishment, impact, effect, and influence are all definitions of the term result (Endarmoko, 2006). Learning, on the other hand, is the process of attempting to acquire information, skills, or behavioural or reaction modifications as a result of exposure to new situations. Studying, attending classes, researching, discovering, acquiring information, practicing, being used to mimicking, and imitation are all forms of learning. The learning outcomes of a student are the most essential part of the learning process since they reveal how well the learner has retained the information. Learning outcomes are the skills that individuals acquire as a result of their educational experiences, according to Nana Sudjana (Sudjana, 2005).

Learning outcomes, as proposed by Gagne, are the quantifiable capacities of individuals to undergo the required modifications in response to certain instructional treatments, taking into account their innate features or factors. Using a three-part taxonomy, Benjamin Bloom organises the learning outcomes used by the country's school system. Memory or information retention, comprehension (low level cognitive), analysis, synthesis, and assessment make up the six components that make up the cognitive domain of learning outcomes. The five parts that make up an attitude acceptance, answer/reaction, evaluation, organisation, and internalization make up

the emotional domain. Results of skill acquisition and the capacity to take action are under the purview of the psychomotor domain. There are six facets to the psychomotor domain: reflexes, fundamental motor skills, perception, accuracy and harmony, advanced motor skills, and expressive and interpretive movements.

The term "effectiveness" may signify various things to different people based on their background, experiences, and perspectives. Having an impact (consequence, influence, impression), being efficacious or able to generate results these are the definitions of effective in the Big Indonesian Dictionary. To be successful, a work must be carried out in a way that is consistent with the desired outcome. From the definition given, we may deduce that efficacy is associated with managing students, reaching punctuality targets, and encouraging active engagement from all members. A similar effectiveness issue sometimes arises when comparing the actual outcomes with the intended results, or when comparing the degree of accomplishment of objectives and plans that were previously created.

Efficacy, according to the standards, should mirror not just outcomes but also the whole input-process-output cycle, as well as any and all interdependent interactions (Mulyasa, 2003). A key component of management objectives is effectiveness, which centres on anticipated outcomes, objectives, and targets (Komariah and Triatna, 2006). If students' final scores are higher than the predetermined minimal competence levels, then the learning process was successful. The topic of effective learning was discussed by a number of learning specialists. For instance, according to Yusuf HadiMiarso, good learning is learning that, when done correctly, may lead to practical, student-centered knowledge acquisition. By this view, there are two main components of good education: student learning and the teacher's role in facilitating that learning. The purpose of a teacher's instruction is to motivate students to take an active role in meeting learning objectives via activities including needs analysis, lesson planning, material presentation, questioning, and assessment (BambangIsmaya, 2015).

Without belittling some techniques and praising others, an excellent educator may certainly use a range of approaches in response to students' needs, objectives, resources, and learning contexts. As a result, educators will take pleasure in their work, as they will be well-liked by their pupils, have accomplished their aims, and feel personally fulfilled by the innovations they implement in the classroom (Suyatno, 2009).

When the intended outcome of the teaching and learning activities is the development of new knowledge, we say that the process has been successful. It is in the end outcomes that we can tell if our learning was successful. Wotruba and Wright found seven signs that could point to successful learning based on studies and study findings: excellent organisation of content; material information; organise the stuff from simple to difficult; relevant to the objective.

The organization of material for each meeting is always divided into three stages of teaching activities. In the introductory activity, the teacher explains the

reasons why the subject needs to be discussed and its relationship to the material that has been explained. Another factor that is no less important that must be carried out in preliminary activities is to create motivation and explain the benefits that students can get if they study the material. Implementation is the core activity of each meeting, thus the teacher must make thorough preparations, master well all the material that will be presented, provide clear examples and illustrations. Each presentation always ends with a closing activity. It should be noted that at the closing stage it is always hoped that critical issues will be addressed, because students' attention and interest have declined greatly. In this closing activity the teacher as a teacher can summarize the material that has been presented. Don't ignore the closing activities just because of time problems. Teachers must try to ensure that there is time available to carry out closing activities.

Effective educators have strong presentational skills, which include the ability to captivate students' attention via the use of various media and instruments. A student's capacity to listen, articulate their thoughts clearly, understand complex concepts with examples, and speak fluently are all components of effective communication in the classroom. If a teacher really understands the information, he or she will be able to present it in a way that makes sense. For the teaching and learning process to come to life, a teacher needs strong connecting skills; he or she must be able to tie what they teach to current events and build on students' prior knowledge. An equally crucial skill for a teacher to have is the ability to incorporate pertinent research findings into their lesson plans. Just knowing your stuff isn't enough; you also need to be passionate about passing that information on to your pupils. Optimistic outlook on learning. Identifying pupils' prior knowledge to prevent boredom. Students are given the chance to actively participate. Keeping students in line as they do assignments and assigning reasonable marks.

A number of internal and environmental elements combine to determine how successful learning is. The state of one's physical and mental health significantly impacts one's capacity to learn. Being unmotivated to study could be a consequence of someone who isn't always healthy. A lack of spiritual health, such as mental illness, disappointment, or any number of other issues, may have a similar effect on a person's motivation to study. Everyone should prioritise their physical and mental well-being since it has a direct impact on their ability to study and the quality of their learning results. Because every person and student has a unique set of psychological needs, both in terms of severity and kind, it stands to reason that these variations will impact how and what students learn. Intelligence, focus, interests, abilities, drive, and the capacity for thought and logic are all aspects of the mind. The success or failure of a learner is also affected by their learning style. Some folks study nonstop, eating, sleeping, and breathing only to get the job done. Studying effectively involves taking rests to allow the eyes, brain, and other bodily organs to recharge. This method of studying is ineffective. Thinking about study methods, such as how to read, take notes, highlight, summarise, draw conclusions, etc., is essential. In addition to that,

you should tailor your study habits to your specific needs by paying close attention to things like study time, location, facilities, instructional media, and learning materials.

Members of the family, including parents, children, and extended relatives, are considered family factors. There is a strong correlation between parental variables and their children's academic achievement. Whether parents pay close attention and provide direction, how much money they have, or how educated the parents are. Parents' level of intimacy with their children and the stability of their family life have a significant impact on their children's ability to learn. The state of the school itself as a learning environment also has an impact on the degree of academic achievement. A lot of factors affect how well pupils learn at school, including the quality of the instructors, the techniques used in the classroom, whether or not the curriculum is challenging enough, the cleanliness and organisation of the school, the amount of students per class, the enforcement of laws, and many more. The natural environment, which includes the students' physical residence, and the socio-cultural environment, which includes the students' interpersonal relationships as social beings, are two components of environmental elements. A person's living conditions also have a significant role in shaping their educational achievements. Learning outcomes are the results of an activity's impact on students; they are defined above as the extent to which students are able to apply what they have learnt.

4. CONCLUSION

The goal of student management in the classroom is to ensure that all aspects of students' lives are well-coordinated and that their extracurricular activities are structured in a way that allows them to excel academically and comply with all relevant policies and procedures.

Managed education as a whole, with an emphasis on helping students reach their full cognitive, emotional, and psychomotor potential via a variety of engaging activities. One definition of student development that emerges from incorporating student management into educational programs is the provision of support to students during and after class. At the new student orientation, disciplinary development may take place by shaping students' outlooks, demeanours, and actions to conform to relevant standards, laws, and values.

Managing students well in the classroom leads to increased knowledge and understanding, as well as behavioural and reaction changes brought about by real-world experiences. If you want to become good at mimicking and replicating, you may also study, practise, go to school, seek, investigate, and learn. What matters most is that students be able to demonstrate mastery of course content via their learning outcomes.

Engaging in activities such as observing, chatting, reflecting, and creating wants. Learning that takes place when pupils actively seek to make sense of the world. In learning, teachers need to motivate students to use the potential and authority they have to build. Achieving successful learning is not only the responsibility of students, but teachers are also responsible for creating situations that encourage initiative and motivate students to carry out lifelong learning activities.

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