

IMPLEMENTATION OF STUDENT MANAGEMENT BASED ON ISLAMIC RELIGIOUS EDUCATION VALUES IN FOSTERING STUDENTS ACHIEVEMENT AND CHARACTER AT SMA NEGERI 1 SIMO

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Abstract

This study aims to explore the implementation of student management based on Islamic Religious Education (PAI) values at SMA Negeri 1 Simo, as well as to examine its contribution to student achievement and character development. Using a qualitative descriptive approach, the research focused on key informants, including the Vice principal for student affairs and IRE teachers, to understand the planning, implementation, and evaluation of student programs related to discipline, morals, student achievement, and talent. Using the Miles, Huberman, and Saldana data analysis model, namely interviews, limited observation, and documentation analysis, all methods were used to collect data. The findings show the systematic implementation of student management with the integration of PAI values, which can be seen in the transparent PPDB process, structured organization, and collaborative efforts between teachers. The implementation of this management contributes significantly in various aspects, including improving student discipline, academic and non-academic achievement, and strengthening character building based on the values of responsibility, respect, and moral awareness. In conclusion, student management based on PAI values has succeeded in creating an integrative, humanistic, and holistic educational environment that not only supports academic achievement but also ensures the development of noble character.

Keywords: Student management; Islamic education grades; Achievement; Character.

INTRODUCTION

Student management is an essential component of the implementation of education in schools. This activity does not merely concern the administration of student affairs, but also involves how schools guide, direct, and develop students' potential from the admission process until graduation (Kurniawan, 2022). In modern schools that face increasingly complex life challenges, students are required not only to excel academically but also to possess strong morality and noble character. From the perspective of Islamic Religious Education, character and moral formation constitute a fundamental objective of education; therefore, student management should ideally integrate Islamic values into every educational process (T. Rahman & Wassalwa, 2019).

However, many schools still perceive student management merely as an administrative activity, such as managing student data or attendance. In fact, effective student management should be comprehensive, integrated, and encompass academic aspects, character development, and the cultivation of students' talents (Izzah, Mulyadi, Walid, Padil, & Wahyudin, 2024). Research conducted by Alistriana, Wulandari, and Abiyaksa indicates that the application of a holistic approach in student management has proven effective in enhancing academic achievement, fostering positive character, and developing students' unique potential (Alistriana, Indah Suci Wulandari, & Ichsandy Tanaya Abiyaksa, 2024). This approach is essentially aligned with the values of Islamic Religious Education, which prioritize moral development, potential growth, and a balance between intellectual and moral intelligence (Ibrahim, Islam, Zohriah, & Azid, 2024).

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This holistic approach is consistent with the Islamic educational perspective, which views students as individuals who must be developed comprehensively, covering cognitive, affective, and psychomotor domains (Susiyan & Subiyantoro, 2017). Values such as trustworthiness (*amanah*), discipline, proper conduct (*adab*), empathy, and responsibility serve as fundamental foundations in character formation within Islamic Religious Education. These values shape students' behavior and moral conduct. Furthermore, character education is more effective when instilled through school culture and implemented continuously rather than merely through ceremonial programs (Murcahyanto & Mohzana, 2023). The development of students' character cannot be separated from the school's organizational culture, which emphasizes trustworthiness, responsibility, and collaboration among educators. From an Islamic perspective, Organizational Citizenship Behavior is highly important in creating a religiously grounded and effective educational environment. The integration of these values into daily school routines is believed to foster stronger and more consistent student character (Shohib, Azani, Inayati, Dartim, & Nubail, 2024).

One public senior high school in Boyolali, SMA Negeri 1 Simo, has demonstrated such efforts. The results of interviews and observations indicate that the school implements student management through student admission planning, organizational structuring, discipline development, interest and talent development, and annual evaluation of student achievement. This demonstrates that the school focuses not only on administrative management but also on character formation and the development of students' potential. These findings align with the scope of student management as described by Suryosubroto, which includes planning, selection, orientation, training, evaluation, and student graduation (Syafrina et al., 2025). This method also supports efforts to embed the principles of Islamic Religious Education into the student development process.

In addition to providing academic education, the school instills character values through the habituation of discipline, responsibility, cooperation, and ethical social interaction. These values represent the core of Islamic education, which emphasizes the importance of moral formation in students (Maidugu et al., 2024; Sarwadi & Raihan, 2025). Research findings by Suyatno support these efforts, demonstrating that the application of character values within school culture can improve discipline, social awareness, and students' positive attitudes toward the school environment (Priasti & Suyatno, 2021).

At the same time, the development of academic and non-academic achievement is carried out through innovative learning activities and extracurricular programs (Devi, Na'imah, & Dinana, 2021). Student-centered learning methods, as identified by Fajri, have been shown to enhance critical thinking skills and improve learning outcomes. Moreover, support for students' interests and talents is crucial in helping them achieve optimal performance (Kusnaedi, Dhielfitri, Nurfajriyah, & Amelia⁴, 2025). These efforts indicate that the school not only enhances students' cognitive abilities but also motivates them to develop their best potential. Such values are consistent with Islamic educational principles that emphasize diligence in learning and the development of individual potential (Moslimany, Otaibi, & Shaikh, 2024).

Previous studies have highlighted the importance of comprehensive student management in fostering both academic performance and character development. For instance, research conducted by Rahman & Wassalwa (2019) demonstrates that character-based educational management contributes significantly to shaping students' moral awareness and discipline through systematic program planning and school culture integration. Similarly, Syafrina et al., (2025) emphasize that effective student administrative management, when aligned with leadership strategies and teacher professionalism, positively influences student discipline and learning outcomes. These studies underline that structured and value-oriented student management can create a conducive educational environment that supports both academic success and behavioral development (S. F. B. A. Rahman & Smith, 2024; Najafov, 2025).

In the context of Islamic education, several scholars have explored the role of religious values in shaping students' character. Sya'bana et al., (2024) found that the integration of moral *aqidah* learning significantly influences students' assertive and responsible behavior. Furthermore,

Susiyani & Subiyantoro (2017) argues that Islamic-based educational management models, particularly in boarding school systems, emphasize the balance between intellectual growth and spiritual development through structured daily religious practices. However, most of these studies focus primarily on classroom instruction or specific institutional models such as Islamic boarding schools, rather than examining the integration of Islamic Religious Education (PAI) values within the broader framework of student management in public senior high schools (Badrun, 2024).

Although previous studies have examined character education, Islamic value integration, and student management separately, limited research has specifically investigated how Islamic Religious Education values are systematically embedded within student management practices in public senior high schools and how such integration contributes simultaneously to both achievement and character formation. Therefore, this study seeks to fill this gap by analyzing the implementation of student management based on PAI values at SMA Negeri 1 Simo and examining its comprehensive contribution to student achievement and character development.

RESEARCH METHOD

This study employed a descriptive qualitative method to explore how student management based on the values of Islamic Religious Education contributes to the improvement of student achievement and character development at SMA Negeri 1 Simo. The primary data sources in this study were the Vice Principal for Student Affairs and Islamic Religious Education (PAI) teachers, who served as key informants with an in-depth understanding of the planning, implementation, and evaluation of student management programs related to discipline, morality, interests and talents, and student achievement (Sugiyono, 2020).

In addition, limited observations were conducted to examine school activities relevant to character development and student affairs programs. Documentation was used to collect supporting data, including the organizational structure of student affairs, school regulations, student management work programs, and records of student achievement. Data analysis was carried out using the model proposed by Miles, Huberman, and Saldaña. Throughout the research process, data reduction, data display, and conclusion drawing were conducted consistently. To ensure the credibility of the findings, data validity was examined through method triangulation by comparing interview results, observations, and documentation to ensure the accuracy of information, even though the data sources were primarily focused on student affairs (Lexy J. Moleong, 2019).

RESULT AND DISCUSSION

Implementation of Student Management Based on Islamic Religious Education Values

The qualitative research approach enabled the researcher to explore the meaning and practice of education in depth. Shohib et al., (2024) emphasize that critical and reflective discussion constitutes an essential component of value-based educational analysis. Based on interviews with the Vice Principal for Student Affairs, the implementation of student management at SMA Negeri 1 Simo is carried out in a relatively systematic manner and strongly emphasizes the values of Islamic Religious Education.

The planning stage is clearly reflected in the implementation of the New Student Admission process (*penerimaan peserta didik baru*), which is conducted transparently, systematically, and in accordance with the school's established guidelines. The Vice Principal for Student Affairs stated, "We conduct the admission process transparently and in a planned manner to ensure that incoming students truly align with the school's capacity and culture." This statement indicates that the school considers not only administrative requirements but also students' readiness in terms of attitude and character, ensuring alignment with the school's religious and disciplined culture. This approach is consistent with the principles of student management that emphasize the importance of planning, selection, and orientation as the initial stages of student development (Puspitasari et al., 2020; Cho, 2012).

The organization of the student affairs structure is implemented through a clear division of responsibilities. The student affairs division is responsible for managing school regulations, fostering student discipline, coordinating with homeroom teachers, and addressing student-related issues (Satunggale Kurniawan, Rahman, Sugiarno, & Eby Era Shevilla, 2025). Well-structured organization ensures that student development is carried out in a focused and integrated manner (Caniago, 2024). Islamic Religious Education classes not only teach Islamic values theoretically but also reinforce them through daily practices, such as greeting politely, demonstrating good manners, reciting prayers before learning activities, and adhering to proper dress ethics. The Vice Principal further added, "We involve guidance and counseling teachers and homeroom teachers in student development, especially concerning discipline, morality, and social ethics." This indicates that character development is a shared responsibility of all elements within the school. This approach aligns with Ramayulis's perspective, which emphasizes that Islamic education requires synergy between the school environment, teachers' role modeling, and a consistent learning culture (Jono, Firman, & Rusdinal, 2019).

At the implementation stage, the values of Islamic Religious Education are applied through an educational and non-repressive guidance approach. When students commit violations, teachers do not immediately impose punishment but instead provide advice and guidance first. As stated by the Vice Principal, "If students violate the rules, we do not punish them immediately; instead, we guide them first and provide understanding so that they become aware." This method reflects the concept of *ta'dib* in Islamic education, which emphasizes education through guidance, role modeling, and moral awareness rather than merely imposing sanctions (Tawallabas, 2022).

In addition to individual guidance, the school instills religious habits and discipline as part of daily routines. Students are habituated to the practice of the 5S values (*salam, sapa, senyum, sopan, and santun*), as well as reciting prayers before learning activities. The principal emphasized, "We habituate students to be disciplined, polite, and to maintain proper conduct. Even at the beginning of the academic year, we clearly communicate school regulations, all of which are directed toward character formation." This pattern of habituation aligns with Islamic principles that prioritize *adab* (proper conduct) before knowledge. Similarly, Supraptiningrum and Agustini assert that repetitive and continuous school culture fosters strong character, and consistency in habituation has been proven to be more effective than merely ceremonial programs (Agustini & Supraptiningrum, 2015).

The development of students' potential is also a crucial component of student management implementation. SMA Negeri 1 Simo provides various extracurricular activities, including scouting, the student council (OSIS), arts, sports, and religious activities, to explore and develop students' interests and talents. Interest mapping is conducted at the beginning of the academic year through collaboration between the student affairs division, guidance and counseling teachers, and extracurricular supervisors. These efforts aim not only to achieve excellence but also to instill principles of commitment, responsibility, and cooperation. This was emphasized by the Vice Principal, who stated, "We want extracurricular activities to be not only about achievement but also about teaching students responsibility and teamwork." This approach is consistent with the concept of *tazkiyat al-nafs*, which emphasizes self-development in Islamic education. Well-designed activities serve as a means to foster students' creativity and talents, enabling optimal development in both cognitive and character aspects.

The implementation of Islamic Religious Education values is further strengthened through routine religious activities such as the recitation of *Asmaul Husna*, short religious talks (*kultum*), and the commemoration of Islamic holy days (Susilo, 2020). These activities help reinforce students' moral character and religious awareness by serving as a medium for internalizing spiritual values. Moreover, coordination among homeroom teachers, Islamic Religious Education teachers, and the student affairs division strengthens character development, as Islamic values are not only taught in PAI classes but are also integrated into all school activities (Arlin Prima Sari, 2024). This comprehensive guidance pattern demonstrates the school's effort to make Islamic Religious Education values an integral and sustainable part of the school culture (Dewi, 2024).

Overall, the implementation of student management based on Islamic Religious Education values at SMA Negeri 1 Simo encompasses all stages of student management. The selective and transparent student admission process reflects the planning stage. Organizational structuring is carried out through a clear division of responsibilities within the student affairs structure and collaboration among guidance counselors, Islamic Religious Education teachers, and homeroom teachers. At the implementation stage, moral development, discipline, religious habituation, and extracurricular activities are utilized to build students' character and potential. Meanwhile, supervision is conducted through homeroom teacher mentoring and intensive coordination between the student affairs division and guidance counselors. The integration of Islamic values at every stage indicates that the school has developed a student management approach that is humanistic, religious, and comprehensive.

Contribution of Student Management Based on Islamic Religious Education Values

The implementation of student management based on Islamic Religious Education values at SMA Negeri 1 Simo has made a significant contribution to improving student achievement and character formation. According to the interview findings, discipline development represents one of the most visible impacts. Students are habituated to arriving on time, greeting teachers respectfully, participating in morning prayers, and complying with school regulations. The Vice Principal for Student Affairs stated, "When students are accustomed to discipline from the beginning, their learning becomes more organized. We emphasize trustworthiness (*amanah*), responsibility, and proper conduct (*adab*) so that they understand their role as students." The habituation of honesty and moral values helps cultivate discipline, which directly affects students' learning diligence. Suyatno emphasizes that a school culture grounded in character values can foster discipline, social awareness, and positive attitudes toward learning activities (Priasti & Suyatno, 2021).

The contribution of student management is also evident in the improvement of students' achievements, both academic and non-academic. The student affairs division identifies students' interests and talents and provides support for those who wish to participate in competitions or pursue personal development opportunities. Extracurricular supervisors collaborate with guidance and counseling teachers and homeroom teachers to monitor students' progress. A student affairs teacher stated, "Students' achievements emerge because they are provided with opportunities. We encourage them to participate in competitions, practice consistently, and develop their talents." This holistic approach reinforces the findings of Alistriana, Wulandari, and Abiyaksa, who assert that integrated student management can foster greater self-confidence, discipline, and responsibility while simultaneously enhancing students' motivation to achieve (Alistriana et al., 2024).

In terms of character formation, religious activities such as the recitation of Asmaul Husna, short religious lectures (*kultum*), and the commemoration of Islamic holy days (*Peringatan Hari Besar Islam* / PHBI) serve as effective means of internalizing spiritual values. The internalization of aqidah and moral values in Islamic education has a direct impact on the formation of students' attitudes and character (Sya'bana et al., 2024). In addition, Islamic Religious Education teachers and homeroom teachers provide moral guidance through advice, behavioral monitoring, and role modeling. A student affairs teacher stated, "We do not only impose rules, but we also encourage students to understand why moral conduct is important. As a result, they change not because they fear punishment, but because of personal awareness." This emphasis on awareness and value internalization aligns with the principles of Islamic education, which place moral character at the core of the educational process. Consequently, values such as politeness, responsibility, honesty, and cooperation naturally develop in students' daily lives (Solihin, Hasanah, & Fajrussalam, 2020).

The habituation of worship and religious activities also contributes to creating a more comfortable and positive learning environment. Many students demonstrate more relaxed learning attitudes, show respect toward teachers, and maintain ethical social interactions. According to guidance and counseling teachers, a consistent religious approach facilitates the guidance process, as "students are easier to direct when they are accustomed to proper conduct and religious values from an early stage." As a result, students tend to be more focused and motivated to achieve.

Thus, two main elements characterize student management based on Islamic Religious Education values at SMA Negeri 1 Simo. First, the improvement of student achievement through the development of interests and talents, disciplined learning practices, and an orderly and conducive learning environment. Second, the formation of strong character through moral habituation, a religious school culture, personalized guidance by counseling teachers and homeroom teachers, and organized religious activities. These two elements complement each other and demonstrate that a student management approach grounded in Islamic values creates an educational environment in which academic achievement is not the sole focus, but is accompanied by the development of holistic, well-mannered, and morally upright individuals.

CONCLUSION

This study concludes that student management based on Islamic Religious Education values at SMA Negeri 1 Simo is implemented systematically through transparent student admission planning, structured organizational management, disciplined daily practices, religious habituation, and the development of students' interests and talents. Islamic values are integrated not only in classroom instruction but also within the overall student management system and school culture. Furthermore, the implementation of PAI-based student management contributes significantly to both student achievement and character development. Academic and non-academic achievements are strengthened through structured extracurricular programs and disciplined learning practices, while character formation is fostered through moral habituation, religious activities, and continuous mentoring. Thus, the integration of PAI values into student management creates a balanced educational environment that supports both intellectual growth and moral development.

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