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## Student Management in Improving Student Discipline at Madrasah Aliyah

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### ABSTRACT

*This study aims to describe and analyze student management in improving student discipline at Madrasah Aliyah. This study uses a qualitative approach with a descriptive research type. The research subjects included the madrasah principal, the vice principal for student affairs, teachers, and students. Data collection techniques were carried out through observation, in-depth interviews, and documentation studies. Data analysis was carried out through the stages of data reduction, data presentation, and drawing conclusions, while the validity of the data was tested using source and technical triangulation techniques. The results of the study indicate that student management at Madrasah Aliyah is implemented through several stages, namely student program planning, organization, implementation, and evaluation. Student discipline planning is carried out by compiling madrasah regulations that refer to Islamic values. The implementation of student management involves all members of the madrasah through guidance, supervision, and the provision of educational sanctions and rewards. Evaluations are carried out periodically to assess the effectiveness of the discipline program. Supporting factors in improving student discipline include the commitment of madrasah leaders, the role of teachers, and parental support, while inhibiting factors include student background and environmental influences. Based on the research results, it can be concluded that well-planned and coordinated student management plays a significant role in improving student discipline at Madrasah Aliyah.*

**Keywords :** Student Management, Student Discipline, Madrasah Aliyah.



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## INTRODUCTION

Student discipline is a crucial indicator of the success of education in educational institutions, including Madrasah Aliyah (Islamic Senior High School). Discipline is not only related to adherence to madrasah regulations, but also reflects the development of character, responsibility, and awareness in students in carrying out their obligations as learners. Madrasah Aliyah, as a secondary educational institution with Islamic characteristics, has a dual responsibility: to produce students who excel academically and possess noble character.

According to Samami, as quoted by (Kartika, 2024), character can be defined as the basic values that shape a person's personality, formed by both hereditary and environmental influences, which differentiate them from others and are manifested in their attitudes and behavior in daily life. Meanwhile, according to Mu'in, as quoted by (Alammy, 2025), understanding that the term character has two meanings. First, it shows how a person behaves. If someone behaves dishonestly, cruelly, or anarchically, that person is certainly manifesting bad behavior. Both terms of character are closely related to personality. A person can only be called a person of character if their behavior is in accordance with moral principles.

According to Gunawan (Awaludin, 2023), character is the inherent state within an individual that distinguishes them from others. Meanwhile, according to Doni Koesoema (Muslim, 2023) character is the same as personality. Personality is considered a person's distinctive traits, style, or characteristics, stemming from the formations they receive from their environment.

From the explanation of the figures above, it can be concluded that character is a person's characteristics that differentiate them from other people, which are manifested in behavior that is in accordance with moral rules in everyday life.

In the context of Disciplined Character, according to Fathurrohman et al., as quoted by (Kartika, 2025) discipline is defined as actions that demonstrate orderly behavior and compliance with various provisions and regulations. Meanwhile, Gunawan, as quoted by (Ningsih, 2024) explains that discipline is defined as actions that demonstrate orderly behavior and compliance with various provisions and regulations.

According to the notes in the Big Indonesian Dictionary (KBBI) quoted (Mukarom, 2024) explains that discipline is obedience to existing rules and regulations, and discipline means obeying the rules and discipline that includes all things related to discipline. Mustari quoted (Uswatiah, 2023) explains that discipline is related to active effort and meeting targets and the right time. Self-discipline refers to training that makes people willing themselves to carry out certain tasks or carry out certain behavior patterns, even though what exists is laziness.

Based on the existing understanding, it can be concluded that the character of discipline is a person's attitude in obeying the rules or provisions that have been put in place without coercion and without expecting anything in return.

However, empirically, student discipline issues are still frequently encountered. Initial data obtained from student records and reports indicate that disciplinary violations continue to occur, such as late arrivals to the madrasah, disorderly dress, unexcused absences, and low compliance with study hours and religious activities. For example, in one semester, approximately half of students were recorded as having committed disciplinary violations, with the most common violations being lateness and unexcused absences. This situation indicates that student discipline still requires serious attention.

These disciplinary issues are inextricably linked to how student management is implemented in madrasahs. Student management encompasses the entire student management process, from planning and organizing, implementing guidance, to evaluating student development. Empirically, it was found that the implementation of student management in several private Islamic senior high schools in Region X studied has not been running optimally. This is evident from the lack of consistency in implementing regulations, weak supervision, and less than optimal coordination between madrasahs, teachers, and parents in fostering student discipline.

Sugiyono, quoted (Awaludin, 2024) explains that students are a crucial subsystem in the school's educational management system. In the world of education, students are the raw material. This means that students, with all their initial characteristics, are subjects to be educated through various learning activities at school, resulting in the desired outcomes or graduates. Student management is carried out to ensure that students transform into graduates as desired by the established educational goals, effectively and efficiently.

Student management is a combination of two words, "management" and "student," which are interrelated. Management itself has various meanings. Etymologically, the word "management" is a translation of "management" (English). This word originates from Latin, French, and Italian: manus, mano, manage, and maneggiare. Maneggiare means to train a horse to move and dance according to the trainer's wishes.

Harold Koontz, quoted (Marantika, 2020) defines management as the effort to achieve a specific goal through the activities of others. Thus, managers coordinate a few other people's activities, including planning, organizing, staffing, directing, and controlling. Andrew F. Sikula, quoted (Ningsih, 2025) defines management as generally associated with the activities of planning, organizing, controlling, staffing, directing, motivating, communicating, and making decisions carried out by every organization with the aim of coordinating the various resources owned by the company so that a product or service will be produced efficiently.

Paul Hersey and Blanchard, as quoted by (Maulana, 2025) define management as the process of collaborating with and through individuals and groups to achieve organizational goals. Therefore, management activities involve the cooperation of individuals or groups within an organization and are

usually indicated by the existence of an organizational structure. Meanwhile, according to GR. Terry, as quoted by (Rosmayati, 2025) management is a unique process consisting of planning, organizing, directing, and controlling actions carried out to determine and achieve predetermined goals through the utilization of human resources and other resources.

From the opinion above, it is clear that management is a process carried out so that a business can run well, requiring planning, thinking, direction and arrangement as well as using/involving all existing potential, both personal and material, effectively and efficiently.

Students, according to the general provisions of the Republic of Indonesia Law on the National Education System, are members of society who seek to develop themselves through the educational process at certain paths, levels, and types of education. According to Imron, quoted (Mayasari, 2024) student management can be defined as an effort to regulate students from the time they enter school until they graduate. Mulyasa, quoted (Sudrajat, 2024) explains that student management is the arrangement and regulation of activities related to students, from their entry to their exit from a school. Student management is not only in the form of student records, but includes broader aspects that can operationally assist student growth and development efforts through the educational process at school.

Agustinus, quoted (Lahiya, 2025) explains that student management is a service that focuses on organizing, supervising, and serving students in and outside the classroom. Meanwhile, according to Arikunto and Lia, quoted (Kusmawan, 2025) student management is the activity of recording students from the admission process until the student graduates from school due to graduation or other reasons.

From the several definitions above, student management is the process of managing all matters related to students, from when students enter until they leave (graduate) a school.

Furthermore, initial observations also indicate that the approach to disciplinary development tends to be repressive, with a greater emphasis on sanctions than on educational guidance and mentoring. However, empirical data shows that students who receive ongoing guidance and a persuasive approach tend to demonstrate improved discipline, such as increased punctuality at school and adherence to rules. This indicates that planned and humanistic student management plays a crucial role in fostering student discipline.

Other factors influencing student discipline, based on field findings, include family background, social environment, and low student awareness of the importance of discipline. Data from initial interviews with teachers and homeroom teachers indicate that students from families with low levels of supervision tend to have higher rates of disciplinary violations. Therefore, student management is required to focus not only on internal madrasah governance but also on collaborating with parents and the community.

Numerous studies have examined the role of student management in fostering student discipline at various levels of education. In general, these studies indicate that the implementation of student management positively contributes to student discipline in schools through various mechanisms for fostering and organizing student activities. For example, research conducted by (Apiyani, 2024) found that systematic student management, implemented through planning, organizing, directing, and supervising, has been shown to strengthen students' character and discipline. Program interventions, aligned with the schedule and objectives of discipline development, are effective, with minimal overlapping activities and wasted time, resulting in improved discipline across various aspects of school activities.

The difference with current research is that it no longer only asks questions Does student management affect discipline?, but also How, How big, And through what mechanism These influences occur contextually in the modern era based on student management functions. This demonstrates the evolution from simple descriptive studies to more analytical studies based on empirical and theoretical evidence.

Based on the above description, it can be understood that student management plays a strategic role in improving student discipline at Islamic Senior High Schools (Madrasah Aliyah). Therefore, this research is important to conduct in-depth studies on how student management planning, implementation, and evaluation improve student discipline, as well as identifying supporting and inhibiting factors. The results of this study are expected to provide theoretical and

practical contributions to the development of more effective student management at Islamic Senior High Schools (Madrasah Aliyah).

## RESEARCH METHODS

According to Rahardjo, as quoted by (Arifudin, 2023), a research method is a way to obtain and seek tentative truth, not absolute truth. The result is scientific truth. Scientific truth is open to continuous testing, criticism, and even revision. Therefore, there is no best method for seeking truth, but rather the appropriate method for a specific purpose based on the existing phenomenon. Budiharto, as quoted by (Abduloh, 2020), states that the choice of research method must be tailored to the research being conducted to achieve optimal results.

This research was conducted at Madrasah Aliyah Swasta X. The location was selected purposively considering that this institution has a strong commitment to implementing student discipline. The research was conducted in relation to student management in improving student discipline at Madrasah Aliyah. The type of research used in this study is a descriptive study method. According to Nana Syaodih Sukmadinata in (Mayasari, 2023), qualitative descriptive research is aimed at describing and depicting existing phenomena, both natural and human-engineered, which pays more attention to the characteristics, quality, and interrelationships between activities. In addition, descriptive research does not provide treatment, manipulation, or changes to the variables studied, but rather describes a condition as it is. The only treatment given is the research itself, which is carried out through observation, interviews, and documentation.

The approach used in this research is a qualitative one. According to Bogdan and Taylor (Andrivat, 2025), a qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. According to (Asitoh, 2025), this method involves transcribing data, coding field notes, and interpreting the data to draw conclusions.

This study employed qualitative research with field research methods. According to (Mayasari, 2025), this approach aligns with the primary objective of the study, which is to describe and analyze student management in improving student discipline. Therefore, this method will be able to explain the research problem (Arifudin, 2024).

Bungin, quoted (Widyastuti, 2024), explains that qualitative research aims to describe situations, conditions, or social phenomena that exist in society and then use them as research objects, and attempts to bring reality to the surface as a model or depiction of a particular condition or situation. This research aims to provide an overview of student management in improving student discipline.

Technique can be seen as a means of carrying out technical work carefully and using the mind to achieve a goal. Although research is actually an endeavor within the scope of science, it is carried out to systematically collect realistic data to establish the truth. Research methodology is a means of finding a solution to any problem. In this case, the author collected information on student management in improving student discipline, articles, journals, theses, ebooks, and others (Saepudin, 2022).

Because it requires library materials for its data sources, this research utilizes library research. Researchers require books, scientific articles, and other literature related to the topics and issues they are exploring, both printed and online (Saepudin, 2023).

Seeking information from data sources requires the use of data collection techniques. Amir Hamzah in (Sunasa, 2023) claims that data collection is an effort to gather information related to the topic being studied. The author used library research methods to collect data. Specifically, the author began with a library search to gather information from books, dictionaries, journals, encyclopedias, papers, periodicals, and other sources that shared student management perspectives on improving student discipline.

Amir Hamzah further stated that data collection is defined as various efforts to gather facts related to a topic or discussion being or will be explored (Kosasih, 2025). These details can be found in scientific literature, research, scientific writings, dissertations, theses, and other written sources. According to (Ekawati, 2024), data collection can be conducted in various circumstances, using different sources, and employing different techniques.

Observation is part of the direct research process of examining the phenomena being studied (Heriman, 2024). This method allows researchers to directly observe and experience the atmosphere and conditions of the research subjects (Pujiaty, 2024). The observations in this study focused on analyzing student management in improving student discipline.

The interview technique in this study is a structured interview, namely an interview conducted using various established standard guidelines, questions are arranged according to information needs and each question is needed to reveal each empirical data (Hoerudin, 2023).

Documentation is a data collection technique using existing written documents or records (Erfiyana, 2024). Documentation comes from the word document, which means written objects. In implementing the documentation method, researchers investigate written objects, such as books, magazines, meeting minutes, and diaries. According to Moleong in (Fahimah, 2024), the documentation method is a way of collecting information or data through examining archives and documents. Furthermore, according to (Jaenal, 2024), the documentation strategy is also a data collection technique proposed to research subjects. This data collection method using the documentation method is carried out to obtain data on the state of the institution (research object), namely the analysis of student management in improving student discipline.

Moleong, as quoted by (Sehabudin, 2024), explains that the collected data was analyzed using an interactive analysis model consisting of data reduction, data presentation, and conclusion drawing. Syarifah et al. (Marlin, 2025) explain that data reduction is carried out by filtering relevant information, presenting data in a systematic narrative form, and drawing conclusions based on research findings. To ensure data validity, this study used source triangulation, namely comparing information from sources. According to Moleong (Saepudin, 2024), source triangulation helps increase the validity of research results by comparing various perspectives on the phenomenon being studied.

According to Muhadjir in (Kartika, 2018), data analysis is the activity of systematically conducting, searching, and compiling records of findings through observation and interviews, allowing researchers to focus on the research they are studying. Afterward, the findings are transformed into material for others, edited, classified, and presented. Data validity techniques using triangulation include techniques and sources. Data analysis using the Miles and Huberman model in (Saepudin, 2019) consists of data collection, data reduction, data presentation, and drawing conclusions.

## **RESULTS AND DISCUSSION**

### **Student Management Planning in Improving Student Discipline.**

Based on interviews with the madrasah principal and the vice principal for student affairs, data showed that student management planning to improve student discipline was carried out at the beginning of the school year. This planning was outlined in a student work program developed through a joint meeting between the madrasah principal, teachers, and educational staff. The planned student program included the development of madrasah regulations, a discipline development program, religious activities, and a reward and sanction system for students.

Empirical data from the school's disciplinary documents indicate that madrasahs have established written disciplinary rules, such as stipulations on school entry times, the obligation to dress neatly and in accordance with Islamic law, attendance at learning and religious activities, and certain prohibitions. These rules are socialized to students during orientation and the beginning of the semester. However, observations indicate that not all students fully understand the contents of the rules, resulting in disciplinary violations still being found in their implementation.

This aligns with Ariska's statement, as quoted by (Kartika, 2023) which explains that planning student management must be done carefully, paying attention to, and taking into account many factors. Student planning begins with student enrollment through graduation, and, if necessary, continues until students become alumni. Schools record school size, grade levels, class sizes, student and teacher needs, and staffing needs, as well as the student-to-teacher ratio. Through this data, schools can analyze student management needs. Knowing the number of students currently enrolled allows for data on the number of students who can be accepted for the new academic year.

### **Organizing Student Management.**

The research results show that student management at Madrasah Aliyah is organized by dividing tasks and responsibilities among various parties. The vice principal for student affairs serves as the primary coordinator, assisted by the homeroom teacher, guidance and counseling teacher, and on-duty teacher. Interview data indicates that the homeroom teacher plays a crucial role in monitoring student attendance and behavior in class, while the guidance and counseling teacher provides guidance to students who commit repeated violations.

Empirically, the student organization structure is already in place, but observations indicate that coordination between parties is not yet optimal. This is evident in the ongoing delays in handling certain disciplinary violations, particularly those committed repeatedly by the same student.

Husaini Usman, quoted (Erliyana, 2025) explains that organizing is the process of dividing work into smaller processes, assigning these tasks to people according to their abilities, and allocating and coordinating resources for effectiveness. Therefore, after implementing planning, the next step in student management is organizing. In this case, it must be clear who is implementing and what is being implemented so that everything can run smoothly.

### **Implementation of Student Management in Improving Discipline.**

Student management to improve student discipline is carried out through coaching, supervision, and the application of sanctions and rewards. Based on observation data during the research process, discipline supervision is carried out daily by on-duty teachers, particularly regarding punctuality in attendance at the madrasah and neatness of dress. Attendance data shows that the rate of student tardiness decreased after tightened supervision of madrasah entry times.

Interviews with teachers and homeroom teachers indicate that students who violate rules are generally given sanctions in stages, ranging from verbal warnings, guidance from homeroom teachers, to summoning parents if violations are repeated. In addition to sanctions, madrasahs also implement a reward system, such as awarding prizes to classes or students with high levels of discipline. Empirical data shows that students who receive rewards tend to maintain disciplined behavior and serve as role models for others.

In addition, religious activities such as congregational prayer, the habit of reciting the Quran, and regular religious sermons are also part of the student management strategy to instill discipline. Observations have shown that these religious activities can foster positive student habits, particularly in terms of punctuality and adherence to rules.

Implementation is an effort to explain, guide, and advise parties involved in student management, such as teachers, homeroom teachers, or students themselves, before or during assignments. Achievable direction aims to create a goal to be achieved by using the direction as a reference for organizational members. According to Yayat (Andrivat, 2024), direction is an activity that moves organizational members to carry out work according to their respective assigned tasks. Direction aims to encourage the implementation of an activity to achieve a predetermined goal.

### **Student Management Evaluation.**

Student management evaluations are conducted periodically through internal meetings and homeroom teacher reports. Interview data indicates that evaluations are conducted to determine the success of the discipline program and identify any challenges encountered. The evaluation results revealed that although the rate of disciplinary violations has decreased, some students still lack consistency in adhering to the rules.

Student reports show that the most frequent violations are late arrivals and unexcused absences. This provides the madrasah with evaluation materials to improve its discipline management strategy, particularly by increasing the role of homeroom teachers and collaboration with parents.

Evaluation is an action or process used to determine the value of something. Student activity evaluation refers to the process and outcomes of student learning, whether in curricular, co-curricular, or extracurricular activities. Evaluation activities aim to assess student learning progress in terms of mastery of the material they have learned, in accordance with established objectives (Kartika, 2022).

### **Supporting and Inhibiting Factors.**

Based on empirical data, supporting factors in the implementation of student management include the commitment of madrasah leaders, teacher involvement, and the existence of clear rules and regulations. Furthermore, parental support, which actively communicates with madrasah officials, also contributes positively to improving student discipline.

Meanwhile, inhibiting factors identified in the field include students' diverse family backgrounds, the influence of their social environment, and low awareness of the importance of discipline among some students. Interview data shows that students who receive less supervision at home are more likely to violate madrasah rules.

Mashudi, as quoted by (Arifudin, 2025) explains that student management refers to all activities necessary for student service, where guidance and efforts given to students begin when students enter school and end when they transfer or graduate. Meanwhile, Aisyah, as quoted by (Hanafiah, 2022) explains that the purpose of student management is to organize and regulate student activities to support the teaching and learning process at school. It also serves as a vehicle for students to develop themselves optimally, both individually, socially, in terms of their needs and potential. Based on this, it is hoped that the teaching and learning process can proceed smoothly, orderly, and regularly, thus contributing to achieving a school's goals.

## CONCLUSION

Based on the research results and discussion regarding student management in improving student discipline at Madrasah Aliyah, it can be concluded that student management plays a very important role in shaping and improving student discipline. The implementation of well-planned and coordinated student management can encourage the creation of more consistent disciplined behavior within the Madrasah environment. Student management at Madrasah Aliyah is carried out through the stages of planning, organizing, implementing, and evaluating. In the planning stage, the Madrasah prepares a student program and rules that refer to Islamic values and the needs of students. This planning serves as the basis for implementing discipline development, although in practice there are still students who do not fully understand and comply with the established rules. In the organizing stage, the division of tasks and responsibilities has been carried out by involving the Madrasah principal, the vice principal for student affairs, homeroom teachers, guidance and counseling teachers, and on-duty teachers. However, coordination between these parties still needs to be improved so that handling of disciplinary violations can be carried out more quickly and effectively. Implementation of student management to improve student discipline is carried out through coaching activities, supervision, and the application of sanctions and rewards in an educational manner. Research results show that a persuasive and sustainable coaching approach, supported by religious activities, can increase student awareness of the importance of discipline. The implementation of a reward system has also been proven to motivate students to maintain disciplined behavior. Student management evaluations are conducted periodically to assess the effectiveness of the implemented discipline program. The evaluation results show a decrease in disciplinary violations, although there are still obstacles such as tardiness and unexcused absences. This indicates that student management needs to be continuously developed and adapted to the conditions and characteristics of students. Supporting factors in improving student discipline include the commitment of madrasah leaders, teacher involvement, clarity of rules, and parental support. Meanwhile, inhibiting factors faced include diverse family backgrounds, the influence of the social environment, and low awareness of some students. Thus, the success of student management in improving student discipline is highly dependent on the ongoing cooperation of all madrasah members and parents.

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