

Implementation of Student Management in Improving the Potential of Public Elementary School Students

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Abstract

Student Management is a process of mentoring students, in developing their abilities so that they can develop optimally. The focus is on managing activities in a planned, directed, and sustainable manner. A common problem in schools is the suboptimal management of student management in supporting the growth of students' academic and non-academic potential. This study aims to (1) evaluate how student management is implemented to improve student abilities, (2) and identify factors that help and hinder its implementation at SDN Rawa Buntu 01. This study uses a qualitative approach with a case study method. Data collection techniques include observation, interviews, and document examination from the principal, teachers, educational staff, and students. Data analysis is carried out in three stages: data reduction, data presentation, and conclusions. The results of the study indicate that student management, which includes planning, organizing, implementing, and supervising, is able to strengthen students' potential in terms of academics, interests and talents, and social attitudes. Supporting factors are the existence of a structured coaching program, self-development services, and active participation from teachers and parents. Meanwhile, obstacles encountered include limited facilities and differences in student characteristics. This research provides theoretical benefits in strengthening understanding of educational management and practical benefits as a basis for schools to improve student management to maximize student potential.

Keywords

academic and non-academic, qualitative approach, student management, student self-potential, student development.



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INTRODUCTION

Student management encompasses various aspects, including the administration of student data, scheduling of extracurricular activities, management of student discipline, as well as the development of students' skills and potential. The Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System explains that education is a conscious and planned effort to create learning environments and learning processes in which

students can develop their potential, possess spiritual and religious strength, self-control, personality, intelligence, noble character, and the skills necessary for themselves, society, the nation, and the state. Student management represents the initial step in designing and implementing an effective system to manage essential aspects within educational institutions. Student management is a comprehensive approach to handling various matters related to students, ranging from education and guidance to the development of their potential beyond academics. In the increasingly complex era of educational development, the implementation of student management has become more important to ensure that every student receives an optimal educational experience (Rohmah, 2022). (Simbolon, Sabri, & Sermal, 2022; Inkiriwang, 2020).

Elementary schools play a strategic role in developing these aspects in a balanced manner. Through effective student management, schools can facilitate students in recognizing, developing, and expressing their potential optimally. The development of education in the twenty-first century demands that schools not only focus on academic achievement but also on the development of twenty-first-century skills such as critical thinking, creativity, collaboration, and communication. In this context, student management has a strategic role in creating a learning environment that supports the development of these competencies. Effective student management is capable of accommodating the individual needs of students and facilitating student-centered learning. (Rohmah, 2022).

Elementary schools, as the foundation of formal education, carry a significant responsibility in shaping students' character and potential. Student management at the elementary education level does not merely regulate student administration but also includes character building, the development of interests and talents, and socio-emotional guidance for students. This aligns with the Merdeka Belajar policy, which emphasizes the importance of flexible, inclusive, and student-oriented learning. The implementation of adaptive and responsive student management has become an urgent necessity in addressing the challenges of student heterogeneity. Every student possesses different backgrounds, abilities, and learning styles. Therefore, schools need to implement a holistic student management approach so that all student potential can develop optimally. (Mulyasa, 2012).

The conceptual framework in this study positions student management as the primary variable influencing the development of students' self-potential. Student management includes the functions of planning, organizing, implementing, and supervising. These four functions are interrelated and contribute to the improvement of students' academic, non-academic, character, and social potential. Student management involves the planning, organization, implementation, and supervision of various activities focused on students' needs, including academic development, moral and character building, mental and physical well-being, and involvement in extracurricular activities. This approach aims to create an educational environment that supports the holistic growth of students, where they are not only taught academic knowledge but are also nurtured as individuals who possess values, skills, and positive attitudes (Laila, 2021). The implementation of student management is the process of applying various strategies

and methods aimed at achieving educational goals and student development. By implementing effective student management, schools can create a conducive learning environment, increase students' active participation in school activities, and maximize each student's individual potential (Asih & Hasanah, 2021). (Laila, 2021; Asih & Hasanah, 2021).

The implementation of student management is a crucial stage in efforts to create an educational environment that optimizes students' holistic development. This step involves transforming plans and concepts into real actions integrated into all aspects of school life. In practice, this implementation includes carrying out various programs and activities designed to facilitate students' academic growth, character development, skills enhancement, and physical and mental well-being. The importance of coordination among all stakeholders, such as teachers, school staff, management, and parents, becomes evident at this stage, where close collaboration is required to ensure that student programs run according to plan and provide positive impacts. Technology also serves as a supporting tool in implementation through data management, student progress monitoring, and effective communication. Routine monitoring and evaluation processes are important to measure the effectiveness of programs and make necessary adjustments according to student development and environmental changes. By prioritizing inclusiveness, student participation, and continuous improvement, the implementation of student management becomes a strong foundation for achieving quality and comprehensive educational goals (Miftahur, 2022). (Miftahur, 2022).

Student management in every school institution must be managed properly because students are part of the determinants of school quality that produce graduates who meet competency standards. It can therefore be concluded that a school will be able to create students with excellent competency achievements and produce quality graduates if student management is handled appropriately throughout the institution (Santriati, 2019). One of the most important operational fields in the context of school management is student management. Controlling various student behaviors is the overall goal of student management, enabling classrooms to function smoothly, orderly, punctually, and in accordance with educational objectives. By considering the individuality, social context, desires, needs, and potential of each student, student management generally functions as a mechanism for students to develop optimally (Sari et al., 2021). (Santriati, 2019; Sari et al., 2021).

Student management is responsible for a number of tasks related to students. Although schools currently have vice principals for student affairs, principals still hold an important role as the final decision-makers in every activity. While the vice principal for student affairs is responsible for implementing these tasks, the principal cannot be separated from them. From the moment students are admitted, through guidance or self-development, until graduation, principals play an important and fundamental role in student management. One component of educational administration is student management, which includes new student admissions, student guidance, self-development, and graduation processes. Both within and outside the institutional background of schools, student management occupies a strategic and vital position in educational services. (Ali Imron, 2012).

Students are one of the essential components of education. While at school, students have the right to receive services that enable them to improve their potential easily. In Islamic education, students are individuals undergoing growth and development in terms of physical, cognitive, faith, and social aspects in living their lives in this world and the hereafter (Fahim Tharaba, 2016). Students are individuals who strive to improve their potential through teaching and learning activities at certain educational levels. Students become both the subject and the primary objective of the educational process. They play an important role in teaching and learning activities and serve as the target of teachers' instruction. As targets of instruction, students must actively participate in learning activities and utilize the facilities available at school. (Fahim Tharaba, 2016).

Good management is needed to manage the potential of every student. Student management aims to regulate all student activities so that they can run smoothly. Student management is one of the operational fields of School-Based Management (SBM). Student management is the entire process of planned and intentional activities accompanied by continuous guidance for all students within educational institutions so that they can participate in teaching and learning processes effectively and efficiently, starting from student admission until students leave the school. Pupil personnel administration emphasizes the regulation, supervision, and service of students both inside and outside the classroom, including orientation, registration, personal abilities, and the development of interests and talents in schools (Ali Imron, 2012). Mulyasa (2012) explains that student management is the management of student activity programs from admission until graduation from a school. In the *Muslim Heritage journal*, student management is described as a field that handles and manages all student activities from the beginning, through potential development, until graduation (Wahyu Suminar, 2018). (Ali Imron, 2012; Mulyasa, 2012; Wahyu Suminar, 2018).

Operating under the authority of the Indonesian Government's formal educational institution, namely the Ministry of Education and Culture of the Republic of Indonesia, Kementerian Pendidikan dan Kebudayaan Republik Indonesia, SDN Rawa Buntu 01 places graduate profiles as the main orientation in curriculum development. This school has achieved numerous academic and non-academic accomplishments. Every year, the school experiences improvements in various aspects. Evidence of this can be seen from the admission of new students, which reaches hundreds of applicants annually. In addition, the school increasingly achieves accomplishments in academic and non-academic competitions. Many students of SDN Rawa Buntu 01 have won championships in various competitions up to the national level. To date, the school has received numerous awards achieved by both students and the school in general. One example is students who successfully won second place in the concert category and third place in the parade category at the Living World Marching Band Festival organized by the Federasi Youth Band Indonesia of Banten Province. Furthermore, there were also three winners in the Early Age Open Category for male and female teams in the Inter-Student Championship throughout Greater Tangerang, INKAI Banten Series I, competing for the Mayor of Tangerang Cup. Supporting factors in achieving accomplishments at this school include adequate

educational facilities and infrastructure such as classrooms, laboratories, libraries, places of worship, and gradual building development.

SDN Rawa Buntu 01 is a school that positions its vision and mission as strategic directions mutually agreed upon by all stakeholders. The vision and mission also serve as the foundation for designing learning policies relevant to students' needs. The field of student affairs occupies an urgent position in managing all student activities. The management conducted by the student affairs division includes all aspects of students, both academic and non-academic. Examples of student management activities include new student admissions, selection, orientation, and student grouping. Other student management activities include frequent participation in competitions held at regional, provincial, and national levels. From the competitions participated in, many students have obtained medals. As an elementary school operating under the authority of the Kementerian Pendidikan dan Kebudayaan Republik Indonesia and offering many general subject-based courses, SDN Rawa Buntu 01 has successfully proven that students not only excel in general subjects but that many students also excel in religious subjects, enabling them to compete academically and demonstrate competence alongside other general educational institutions.

METHODS

The type of research used in this study is qualitative research. Qualitative research is an unstructured form of research that seeks to understand phenomena in their natural settings. It involves collecting data in a natural context with the intention of interpreting phenomena as they occur, where the researcher acts as the key instrument. The sampling technique for data sources is conducted purposively and through snowball sampling. The location of this research was SDN Rawa Buntu 01, located in Rawa Buntu Village, Serpong District, during October of the 2025/2026 academic year. The research subjects consisted of the principal, teachers, and students, while the research instruments included observation, interviews, and documentation. (Creswell, 2018; Moleong, 2019).

Data analysis techniques in qualitative research involve the process of organizing data systematically into patterns, categories, and basic descriptive explanations. In this study, the data were analyzed using a qualitative descriptive approach. The data, in the form of descriptions obtained through observations, interviews, and documentation, were subsequently processed and analyzed. The data analysis technique applied was descriptive qualitative analysis, which involves describing and interpreting data from each qualitatively measured variable through data reduction, data presentation, and conclusion drawing. (Miles, Huberman, & Saldaña, 2014; Sugiyono, 2020).

FINDINGS AND DISCUSSION

Implementation of Student Management Principles through School Culture

Based on observations and documentation during the Educational Field Introduction activity, researchers can conclude that SDN Rawa Buntu 01 has implemented student management principles by positioning students as the primary subjects in the educational process. Students are given the opportunity to actively participate in learning activities and student activities that support the development of their potential, such as habituation activities, co-curricular activities, and extracurricular activities. Teachers act as facilitators, encouraging students to develop their academic abilities, attitudes, and social skills. This treatment of students as subjects of education demonstrates that student management at SDN Rawa Buntu 01 is directed at optimally developing students' potential, so that the educational process can be effective, participatory, and sustainable.

The importance of student management lies not only in academic achievement but also in the formation of character, moral values, and readiness to face life's challenges. Therefore, a holistic approach to student management will help produce individuals who are competitive, possess integrity, and are ready to face the real world (Solikah 2022). In the context of implementation, planned and structured steps are key to successful student management. Collecting data on student profiles and needs is a crucial starting point, which will then help design programs tailored to their characteristics. The involvement of various parties, such as teachers, school staff, parents, and the students themselves, is also an integral part of this implementation process. Collaboration between all parties will ensure that the designed programs are truly responsive to the needs and expectations of all stakeholders (Rahman 2023).

Student Management Implementation Process

The student management implementation process links the planning, organization, implementation, and evaluation of activities related to student management. Planning is carried out by considering the desired learning objectives, student needs, and available resources. Organizational structure links the division of tasks and responsibilities to related parties, such as teachers, administrative staff, and others involved in the student development process (Devi et al. 2023).

Establishing School Culture

The implementation of student management at SDN Rawa Buntu 01 is strongly reflected in the establishment of a positive school culture. This culture is manifested in daily habits such as the implementation of the 3S (Smile, Greet, and Say Hello), the habit of praying before and after lessons, class duty, the habit of disposing of trash properly, and discipline in participating in school activities. These practices involve all students and are implemented consistently by teachers as part of student management. Student management is implemented through a habit-building and role-modeling approach. Students are not only directed by written rules but also guided through structured routines and direct teacher supervision

(Rahman, 2023). This process allows students to gradually learn to manage their attitudes, responsibilities, and social behavior within the school environment (Solikah, 2022).

The Role of School Culture in Developing Student Potential

The school culture developed through student management plays a crucial role in developing students' potential, particularly their attitudes and character. Continuously developing these habits helps students internalize the values of discipline, responsibility, caring, and self-confidence (Solikah, 2022). This demonstrates that student management focuses not only on managing student administration but also on fostering students' personality and social readiness (Rahman, 2023).

Individualized Services in Student Management

At SDN Rawa Buntu 01, individualized services are implemented through the active role of class teachers in monitoring student learning progress and behavior. Teachers serve not only as instructors but also as mentors, helping students overcome learning difficulties and social problems. This approach aligns with the concept of guidance and counseling services in elementary schools, which emphasize prevention and the development of student potential from an early age (Devi et al., 2023).

The individualized service approach in student management has been proven to increase student self-confidence and strengthen learning motivation. Students feel cared for and appreciated, making them more active in learning and other school activities. Therefore, individualized service-based student management is an important strategy for enhancing students' overall potential (Solikah, 2022).

Findings and Analysis of Implementation

These findings indicate that school culture can be a strategic instrument in student management. Compared to instructional and temporary approaches, the habituation approach implemented at SDN Rawa Buntu 01 is more effective in developing students' potential sustainably (Solikah, 2022). However, strengthening the documentation of school cultural values could be a further step to ensure these good practices can be systematically passed on (Rahman, 2023).

Implementation of Student Management in School Governance

The implementation of student management at SDN Rawa Buntu 01 demonstrates a relatively good integration into school governance. The principal, teachers, and educational staff play complementary roles in managing students. From the new student admission process to coaching and developing potential, all activities are carried out in a coordinated manner.

This integrated management demonstrates that student management cannot be separated from overall school management. Success in managing students is greatly influenced by coordination between the parties involved. This aligns with the concept of educational management, which emphasizes the importance of collaboration in achieving educational goals (Mulyasa, 2005).

Furthermore, student management also plays a role in enhancing the school's image in

the community. Schools that manage students well tend to have a positive reputation, attracting the community to enroll their children. This demonstrates that student management has a broad impact, not only on students but also on the sustainability of the school (Ely Kurniawati, 2014).

Governance and the Need for Standard Operating Procedures in Student Management

Student management is implemented through a practical and situational division of tasks. Teachers play an active role in student development both in and outside of the classroom, while the principal serves as a policy director. However, several administrative aspects, such as New Student Admissions and student services, are not yet fully supported by written Standard Operating Procedures (SOPs).

The absence of written Standard Operating Procedures (SOPs) has the potential to impact the consistency and effectiveness of student management. In the context of enhancing student potential, systematic governance is necessary to ensure that every student receives fair and sustainable services. Standard Operating Procedures (SOPs) serve as work guidelines and a tool for ensuring the quality of student management (Devi et al., 2023).

This situation indicates that student management is functioning functionally, but still requires structural strengthening. Developing student SOPs can be a strategic step to improve the professionalism of school governance and support the optimal development of student potential (Solikah, 2022).

Weaknesses in Standard Operating Procedures (SOPs)

Although the implementation of student management has been running well, there are still weaknesses in the administrative aspect, namely the lack of written SOPs that specifically regulate the implementation of student activities. The absence of SOPs can lead to inconsistent program implementation and make evaluation difficult.

SOPs are a crucial component of management, serving as guidelines for implementing activities. With SOPs, each activity can be carried out systematically and measurably. Therefore, developing SOPs is a crucial step to improve the quality of student management (Mulyasa, 2005).

The Role of School Rules in Developing Students' Potential

School rules at SDN Rawa Buntu 01 are implemented as part of student management, aiming to regulate student behavior. The rules cover various aspects, such as time discipline, neatness of dress, and student behavior within the school environment. The implementation of these rules serves not only as a control tool but also as a means of developing students' character. Through consistent implementation of rules, students learn to understand the importance of discipline and responsibility in their daily lives.

New student development at school is carried out through specialized support and guidance services. Special academic achievement is one of the achievements of the educational institution implemented at the school. Students who use specialized support and guidance services are usually those experiencing difficulties. In fact, the benefits of school are not limited to students with problems, as they impact everything from learning to careers.

Implementation of Sanctions and Rules in Student Management

If a student commits a violation, and according to the student agreement, the student can be punished, this is of course adjusted to the severity of the violation. Punishment is the sanction students receive for violating established rules. At this school, the sanctions imposed for student violations are purely moral. Typically, punishments imposed by the school, teachers, or student affairs department include cleaning the school area for minor offenses or being ordered to recite the Quran. However, if a student frequently commits violations, these are recorded, and the number of violation points earned determines the sanctions they will receive after communication with their parents (Rahman, 2023).

Research results indicate that school discipline at SDN Rawa Buntu 01 is consistently implemented and is an important part of student management. Discipline encompasses time discipline, neatness of dress, student behavior, and adherence to rules while on school grounds. Discipline is enforced through educational practices and supervision. Teachers not only enforce the rules but also provide an understanding of the purpose of the rules in shaping students' attitudes and behavior. This approach helps students understand rules as a means of self-development, not simply a form of punishment (Solikah, 2022).

Developing Student Discipline and Character

School rules play a role in developing students' potential for discipline and responsibility. Through consistently applied rules, students learn to manage their behavior and develop self-control. This has a direct impact on the development of students' potential in terms of personality and social readiness. The implementation of rules at SDN Rawa Buntu 01 reflects a positive disciplinary approach. Going forward, involving students and parents in the evaluation of rules can be a strengthening effort to make school rules more participatory and relevant (Devi et al., 2023).

Developing student discipline and character is a key focus in implementing student management at SDN Rawa Buntu 01. This development is carried out in a planned manner through the implementation of school rules that apply to the entire school community. Students are encouraged to arrive on time, wear the required uniform, maintain a clean school environment, and comply with rules during learning activities.

In addition to implementing rules, character development is also realized through various routine activities and habits, such as flag ceremonies, morning exercises, religious activities, and school environmental cleanliness programs. These activities not only aim to instill discipline but also foster a sense of responsibility, cooperation, and social awareness in students (Solikah, 2022). Through consistent development, students gradually demonstrate discipline and positive behavior in daily school life.

This discipline and character development plays a crucial role in supporting the development of students' potential, as discipline and good character are the foundation for successful learning and personal development. Consistent implementation of rules has a positive impact on student character development. Students become more disciplined, responsible, and able to control their behavior. This demonstrates the crucial role of school

rules in supporting the development of students' potential, particularly in aspects of attitude and personality (Rahman, 2023).

Integration of Student Management with the Pancasila Student Profile

Student management is closely linked to strengthening the Pancasila Student Profile, which serves as the direction of national education policy. The Pancasila Student Profile encompasses six main dimensions: faith and devotion to God Almighty, global diversity, mutual cooperation, independence, critical thinking, and creativity (Devi et al., 2023). Implementing planned student management can be an effective means of instilling these values in students.

At SDN Rawa Buntu 01, strengthening the Pancasila Student Profile is reflected in religious habits, discipline, cooperation in school activities, and student involvement in extracurricular activities. Student management plays a role in coordinating these activities to ensure consistency and sustainability (Rahman, 2023). By integrating student management and the Pancasila Student Profile, schools not only produce students who are academically intelligent, but also have strong character and are ready to face global challenges (Solikah, 2022).

Implementation of Student Management Through School Programs and Activities

According to Rohiat (2010:25), "student management is the activities related to student issues at school." Meanwhile, according to Mulyasa (2005), Student Management is the arrangement and regulation of activities related to students, from their arrival to their departure from school. Student management, therefore, is not merely the recording of student data, but also encompasses broader aspects that can operationally support student growth and development through the educational process at school.

The Concept of Student Management and Its Implementation

According to Kasan (2004), student management is not limited to student activities during the educational process; rather, it is the entire process of organizing collaborative efforts in order to achieve the school's educational goals.

The research results show that student management at SDN Rawa Buntu 01 is implemented through various school programs and activities, such as flag ceremonies, morning exercises, congregational Duha and Dzuhur prayers, and the Nutritious Food Program (MBG). These activities are attended by all students and are carried out routinely. School programs are designed as part of a routine integrated with student development. Teachers play an active role in conditioning and assisting students so that activities run orderly and meaningfully. These programs serve as a means of developing students' physical, spiritual, and social potential (Mulyasa, 2025).

Impact of School Programs on Student Potential Development

School program activities contribute to the holistic development of students' potential. Morning exercises support health and readiness for learning, worship activities instill religious values and togetherness, while the MBG program helps meet students' basic needs, impacting their concentration on learning. These findings demonstrate that student potential

development can be achieved through simple but consistent non-academic activities. Periodic program evaluation can be a follow-up step to ensure the effectiveness of the program in supporting student management (Kasan, 2004).

Student Involvement in Student Activities

In addition to learning, students are also actively involved in various school activities that foster habituation and self-development. The school provides space for students to express their abilities and interests through student activities designed to suit the characteristics of elementary school students. This approach demonstrates that student management at SDN Rawa Buntu 01 is directed at developing students' potential holistically, encompassing cognitive, affective, and psychomotor aspects. By positioning students as subjects of education, the learning and student development process becomes more meaningful, participatory, and oriented towards student needs (Rohiat, 2010).

Co-curricular and Extracurricular Activities as a Means of Developing Self-Potential

Co-curricular and extracurricular activities are an integral part of student management at SDN Rawa Buntu 01. These activities provide opportunities for students to develop their interests and talents outside of formal learning.

Student Activities as a Means of Developing Personal Potential

A similar opinion was expressed by Daryanto (2011: 67), who emphasized the development and guidance of students, such as sports, arts, social activities, and so on. These activities are curricular activities, aimed at ensuring student adaptation to school, which can support the learning process and student development more effectively. Meanwhile, extracurricular activities include activities outside of class hours, such as scouting, Red Cross (RPM), theater, student council (OSIS), etc.

This aligns with the statement of the UPI Educational Administration Lecturer Team (2009: 211). The next step in student management is providing guidance and development for students. This guidance and development is carried out so that children gain a variety of learning experiences to prepare them for their future lives. To gain this knowledge and learning experience, students must engage in a variety of activities. Schools, in the development and guidance of students, typically carry out activities referred to as curricular and extracurricular activities.

The research results show that co-curricular and extracurricular activities at SDN Rawa Buntu 01 are an important part of the implementation of student management. These activities include scouting, sports, arts, religious activities, and environmental awareness-based activities, which students participate in according to their interests and talents. Co-curricular and extracurricular activities are carried out according to a schedule and are supervised by teachers or coaches. Students are actively involved so they gain learning experiences outside the classroom that support the development of their potential (Daryanto, 2011).

Impact of Student Activities on the Development of Student Potential

These activities provide space for students to develop non-academic potential such as leadership, cooperation, creativity, and self-confidence. Through these activities, student

management acts as a facilitator for the development of students' comprehensive potential. This finding confirms that effective student management must be able to provide space for the development of diverse potential. Documenting student achievements in co-curricular and extracurricular activities can be a strategic step to strengthen the student potential development and evaluation system (UPI Administrative Lecturer Team, 2009).

Management of Student Activities in the Development of Interests and Talents

The management of student activities at SDN Rawa Buntu 01 is implemented as an effort to accommodate and develop student interests and talents. The school organizes various supporting activities, both co-curricular and extracurricular, as well as habituation activities that actively involve students. These activities are designed to provide diverse learning experiences outside of the classroom, giving students the opportunity to develop their potential according to their interests and abilities.

Through participation in student activities, students develop self-confidence, teamwork skills, and the social skills necessary for everyday life. These activities also serve as a means for the school to identify students' potential early on and provide support tailored to their developmental needs. The management of student activities at SDN Rawa Buntu 01 serves not only as a complement to learning but also as an integral part of student management, striving to holistically enhance students' potential (Daryanto, 2011).

CONCLUSION

Based on the research and analysis outlined in the previous chapter, conducted by researchers at SDN Rawa Buntu 01, Rawa Buntu Village, Serpong District, the researchers can conclude the following: the implementation of student management at Rawa Buntu 01 Public Elementary School has been quite effective in supporting the development of student potential. Student management at this school is implemented through various aspects, including the establishment of a positive school culture, consistent implementation of rules and regulations, implementation of school programs and activities, and management of co-curricular and extracurricular activities. All of these aspects are integrated and oriented towards the holistic development of student potential, including academic and non-academic aspects, attitudes, and character.

Students are positioned as subjects of education, as reflected in their active involvement in learning and student activities. This culture strengthens the development of student potential through the instilling of discipline, responsibility, cooperation, and self-confidence. Furthermore, student management at SDN Rawa Buntu 01 is supported by structured routine programs, such as religious activities, discipline development, and interest and talent development activities through co-curricular and extracurricular activities. The implementation of student management still requires strengthening aspects of more systematic governance, particularly in the development of written Standard Operating Procedures (SOPs) and documentation of student activities. Strengthening these aspects is

crucial to maintaining consistent program implementation and ensuring the sustainability of student services in supporting the development of students' potential.

Suggestions for the school include improving the quality of student management through the development and implementation of more structured student SOPs, conducting regular program evaluations, and systematically documenting student achievements. Furthermore, the involvement of parents and students in the student evaluation process also needs to be increased so that student management can be more participatory and responsive to student needs. With these efforts, the implementation of student management at SDN Rawa Buntu 01 is expected to be able to provide a more optimal contribution in increasing the potential of students in a sustainable manner.

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