

Implementation of Student Management at Islamic Senior High Schools and 21-Century Learning

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Abstract:

This study aims to describe the implementation of student management in Islamic Senior High Schools (Madrasah Aliyah Negeri). This research was conducted at Madrasah Aliyah Negeri (MAN) 1 Serang as one of the State Madrasah Aliyah in Banten Province. A descriptive qualitative approach was used as the method in this study. The data were collected through three techniques from Miles and Huberman: observation, interview, and documentation. Direct interviews were conducted with the principal, vice-principal for curriculum, vice-principal for student affairs, and teachers as informants. Study data were analyzed using three stages: reducing data, presenting data, and drawing conclusions. The study findings describe that the implementation of student management in the school is exemplary. This study concludes that student management that has been implemented is optimal in supporting 21st-century learning. The research findings recommend that student management be implemented based on moral nature.

Keywords: *Student Management, 21st-Century Learning, Islamic Education Management*

Abstrak:

Penelitian ini bertujuan untuk mendeskripsikan implementasi manajemen siswa di Madrasah Aliyah Negeri. Penelitian ini dilakukan di Madrasah Aliyah Negeri (MAN) 1 Serang sebagai salah satu madrasah aliyah negeri di Provinsi Banten. Pendekatan kualitatif deskriptif digunakan sebagai metode dalam penelitian ini. Pengumpulan data dilakukan melalui tiga teknik dari Miles dan Huberman, yaitu teknik observasi, wawancara, dan dokumentasi. Wawancara langsung dilakukan dengan kepala sekolah, wakil kepala sekolah bidang kurikulum, wakil kepala sekolah bidang kesiswaan, dan guru sebagai informan. Data penelitian dianalisis menggunakan tiga tahap yaitu mereduksi data, menyajikan data, dan menarik kesimpulan. Temuan penelitian menggambarkan bahwa penerapan manajemen siswa di sekolah tersebut bersifat keteladanan. Penelitian ini menyimpulkan bahwa manajemen kesiswaan yang diterapkan sudah optimal dalam mendukung pembelajaran abad 21. Temuan penelitian merekomendasikan agar manajemen kesiswaan diimplementasikan berdasarkan sifat keteladanan.

Kata Kunci: *Manajemen Kesiswaan, Pembelajaran Abad 21, Manajemen Pendidikan Islam*

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INTRODUCTION

The success of education delivery is highly dependent on education management (MacCann et al., 2012; J. S. Mtebe & Raisamo, 2014; J. Mtebe, 2015). Education management is an alternative way to advance the quality of education (Sallis, 2014; Asifudin, 2016; Sofanudin & Rokhman, 2016; Bush et al., 2019; Atika et al., 2021). Thus, education management is everything that intersects with the management of the educational process, starting from planning, organizing, implementing, and controlling to achieve the goals that have been set, both long-term, medium-term, and long-term. However, some schools have not been able to implement education management properly, so it impacts the quality of the education they manage.

Management is difficult to separate in providing education (Emmer & Stough, 2003; Connolly et al., 2019). Because it has interrelationships between components, the components that support the success of the implementation of education include the curriculum, educators and education staff, students, financing, and infrastructure. These components are interrelated. According to Juhji (2016), teachers play an essential role in the success of education, especially in schools, to achieve the expected educational goals. In addition, the success of education is often seen in the quality of the students (Abdullah, 2017; Suryadarma & Jones, 2013; Woya, 2019; Irawati et al., 2022). However, sometimes the implementation of education does not match what is expected.

According to Nata (2015), according to his nature, someone is in the process of growth and development. Consistency of guidance and direction is needed to achieve optimal growth and development. Guidance and direction are the duties of teachers in educational institutions (Juhji, 2016, 2017; Maman et al., 2021). Therefore, student management (Sharp et al., 2017; Santriati, 2019) is vital in regulating and knowing about students from admission to graduation, even becoming alums. It is done in order to make education successful. However, the reality is that there are still schools that do not carry out student management properly.

Student management is the arrangement and regulation of all student activities in a school starting from entering until students leave (becoming alums) the school. According to Mantja, quoted by Syahputra (2020) explaining that student management is activity regarding the management of all matters relating to students; school coaching starts from planning for new student admissions, coaching while students are in school until students finish their education through creating an atmosphere conducive to the ongoing effective teaching and learning activities. Meanwhile, Rifa'i et al. (2018) explained that student management is a record of students starting from admission activities to graduating or leaving school for other reasons. It can be concluded that student management is an arrangement or arrangement relating to students regarding all their activities starting from the beginning of entering school (acceptance of new students) until they graduate from the school.

Student management has the function of developing individual potential, social, and student aspirations optimally (Jahari et al., 2018). The purpose of student management is to organize the student process starting

from acceptance, following learning to completing education under the goals of educational institutions so that it can take place effectively and efficiently (Fadhilah, 2017). In the success of activities in educational institutions, student management must have main activities that must be carried out. Rifa'i et al. (2018) divide student management into four activities: student planning, student development, student evaluation, and student transfer. The same thing was also revealed by Irawan and Berlian (2020).

In addition, student management plays a vital role in implementing education, especially in optimizing learning in the 21st century (Bates & Sangra, 2011; Majir, 2020). In order to be able to manage students according to their goals effectively and efficiently, a visionary leader is needed or a leader with farsightedness (Fauzan, 2016; Supardi, 2017). The principal's leadership seriously impacts the quality of the schools he manages (Juhji, 2020; Royhatudin et al., 2020; Juhji et al., 2022). Several studies have also revealed the influence of visionary leadership on the quality of graduates (Christianingsih, 2011; Herdayati et al., 2020; Wahyuni & Satiman, 2021; Fathih et al., 2021).

21st-century learning, or today's learning, is a learning process with the help of information and communication technology (Binkley et al., 2012; Wrahatnolo, 2018). 21st-century learning has the principle of blended learning: combining knowledge or cognitive aspects, thinking skills (critical, innovative, and problem-solving), technology, and experience (Crawford, 2017; Eagleton, 2017; Dakhi et al., 2020). Thus, 21st-century learning is student-centered, the learning model used is interactive, the goal is more to the process and skills that students will acquire, and the learning method used is a collaboration between concepts and practices for problem-solving.

Skills are needed to support 21st-century learning. 21st-century skills themselves have the meaning as 4C abilities or skills that must be possessed and mastered by someone and then used as a means or tool to achieve success in life in 21st-century society. 21st-century skills are also known as the 4C: creative, critical thinking, collaboration, and communication (Chidiac & Ajaka, 2018; Kembara et al., 2019). These skills must be integrated into the learning process effectively because students will need these skills to face the challenges and threats of this 21st century. However, the results of their research have not revealed the existence of exemplary as the spirit of the learning process, where the teacher is the central figure in the success of 21st-century learning. Therefore, this research has a novelty in implementing student management.

The researchers chose MAN 1 Serang as the research site for this study. MAN 1 Serang is an Islamic high school under the auspices of the Ministry of Religion. Learning activities at MAN 1 Serang are currently considered unsatisfactory due to the low level of student literacy, aggressive student attitudes because they are not controlled due to online learning, and supporting facilities still lacking in realizing 21st-century learning. Assistance from various parties, especially management students, to optimize learning at school. Based on these problems, this study aims to reveal student management and 21st-century learning implementation at MAN 1 Serang, Banten Province.

RESEARCH METHODS

This study uses a qualitative method with a qualitative descriptive approach based on a case. MAN 1 Serang Banten Province was used as a place of study. The data was dug and collected through observation, interviews, and documentation. Data analysis used techniques from Milles and Huberman, from reduction and presentation to inference. Researchers collected study data from direct observation, interviews with school principals, vice-principals for student affairs, and teachers as informants. After that, the study data were collected, recorded, and reviewed for the next stage. Then the researcher reduces the study data and presents the reduced data. After that, the researcher concludes from the data that has been reduced and presented. The study data are related to the implementation of student management. If additional data is needed, the researcher returns to the study site to obtain the required data. The triangulation technique is used to test the validity of the data that has been done.

RESULTS AND DISCUSSION

The findings of this study explore the implementation of student management and 21st century learning, which includes planning, organizing, and controlling. The research findings are depicted in Figure 1 below. The detailed discussion is disclosed through the findings and discussion.



Figure 1: Implementation of student management and 21st-century learning

Student Management Implementation

The implementation of student management is the application of student management at MAN 1 Serang, Banten Province. Student management has an essential role in helping the learning process in schools, and in addition, student management plays a role in helping develop the skills and talents of students. The principal, the first informant, said: "student management is how to manage, coordinate, coordinate, about work programs or activities related to students" (I1_KM).

Meanwhile, according to the second informant, the deputy principal of the curriculum field explained: "The meaning of management itself is how the art of managing people or moving people. It means that when it is related to student affairs, how does the institution manage, regulate, and condition student activities so that it leads to existing institutions" (I2_WK_r). This is in line with the third informant, the vice principal for student affairs who stated that: "for the implementation of student management all teachers are involved, even here we consider that from the cleaning staff to the principal it is responsible for

the implementation of good student management" (I3_WKs). Thus, student management at MAN 1 Serang Banten Province is an activity to manage, regulate, and condition students starting from when they enter until they leave MAN 1 Serang, and all parties in the school organization are responsible for the successful implementation of programs that the principal has determined through the vice principal for student affairs.

Planning

Student management planning is the initial process in the student management process to plan and prepare matters relating to students. Planning in student management aims to determine and prepare what activities will be carried out by students following the supervisor's direction and are known and approved by the vice principal for student affairs. Student planning is an activity to prepare things that students will do while at school. This explanation follows the opinion expressed by the first informant, the principal, as follows: "for student management planning at MAN 1 Serang, we have made a work program at the beginning of the previous school year" (I1_KM).

Meanwhile, according to the second informant, the deputy head of the school in the field of curriculum, he revealed: "The planning process for example, our references are based on references to the ministry of religion, yes in what field in the field of madrasa education, for example, relating to the curriculum. The curriculum we are currently using is the madrasa curriculum" (I2_WKr). Then it was strengthened by the fourth informant, one of the teachers at MAN 1 Serang, who explained: "For managerial, everything has gone through the planning process by the student sector. The student representative has also planned any programs. If it's related to student affairs, the curriculum has already planned what it's called about learning" (I4_G).

Organizing

Organizing is the second stage after planning. Organizing is a process or activity in the division of group work which is divided according to their respective abilities. Organizing student management is how to divide the workload or tasks to not interfere with other processes. It follows the opinion of the first informant that: "the giving of mandates or assignments to teachers to become, for example, coaches, to become homeroom teachers, we have formed them and then they understand their main duties and functions" (I1_KM).

Meanwhile, the third informant explained, "Actually, the student field is extracurricular. How do we design the extracurricular training schedule, the extra meeting schedule is outside of learning activity hours so as not to interfere with learning activity hours, that's why we position it at eee... after learning activities between 13.00 and 17.00 WIB in the afternoon. To run student programs, coaches are needed, not only coaches but also coaches for things that coaches cannot do, coaches can do. For example, for Paskibra, there are coaches who have coaches, and then scouts have coaches. What is it called, hmmm art marching band has a coach. If you can't dance, then there is a dance coach, music coach and all kinds of things, that's how it is. And all things are done after class hours are over every day" (I3_WKs).

To regulate and condition these extracurricular activities must be fostered by competent people in their fields and directed and supervised by the vice principal for student affairs. This opinion is also following what has been explained by the second informant: "The coaches are then coordinated by the student field and of course what is driven by the student field is based on the vision and mission of MAN 1 Serang" (I2_WKr).

Implementing

The implementation of student management is carrying out management processes or activities related to students. The explanation follows what was expressed by the second informant, namely: "for its application, eee because it is related to student affairs means it is related to student activities" (I2_WKr). Meanwhile, the fourth informant explained that: "the management has been well organized, yes, because at the managerial level, everything has gone through the planning process by the student sector" (I4_G). This opinion is also following what was expressed by the third informant as follows: "Alhamdulillah, in our opinion, it is quite good. It's good enough because it's organized, there's a coach, there's a coach and there's a training schedule" (I4_WKs). Meanwhile, the first informant explained, "I think it's pretty good. So what is the name, the management is systemized, in the sense that the system is in accordance with the task, each has a main task and function and they have carried it out" (I1_KM).

Controlling

Supervision or control is a stage to ensure that the implementation has been carried out following the predetermined plan. This explanation follows the second informant's explanation: "Evaluating is a process to match the planning that has been planned with the implementation that has been carried out. If the implementation is not in accordance with the plan, we will evaluate where the shortcomings are, which will then be used as evaluation material for the future so that it will be better" (I2_WKr). Meanwhile, according to the first informant that: "So after we evaluate our activities in written reports, there will also be periodic evaluations, we have a monthly evaluation system, so there is a coordination meeting and evaluation of all related activities at MAN 1 Serang. the report then we analyze whether the target has been achieved or not" (I1_KM).

21st-Century Learning

21st-century learning, or today's learning, is a learning process carried out with the help of information and communication technology. This statement follows the opinion expressed by the fourth informant that: "21st-century learning ideally combines face-to-face with current information technology. But it can't be like that at all. That's the ideal. In the 21st-century, students are directed to learn independently. So the teacher only facilitates it, including the technology. If possible at this time, what the minister echoes is freedom to learn, among others, freedom to learn is freedom to learn. The teacher is only a facilitator, guide and directs like that" (I4_G).

The first informant explained that: "Our implementation is first, it is applied in the Learning Implementation Plan (in Indonesia, RPP), so the teachers must really how in the RPP it grows their thinking power, creativity so that students are no longer objects but they are as the subject (the learner). The teacher is only a facilitator, how do we encourage and develop their interests, talents, desires, hopes, potentials" (I1_KM). In addition, the first informant also explained: "To optimize 21st-century learning, apart from we include it in the curriculum, in the learning process also teachers really apply 21st-century learning methods. And there is actualization or practice, so it's not just about theoretical" (I1_KM).

The second informant also explained: "From the planning process, for example, our references are based on references to the ministry of religion, yes, in the field of madrasa education, for example, relating to the curriculum. The curriculum we are currently using is the madrasa curriculum. For organizing, we certainly choose people who are suitable to handle these fields. Then for the third, the implementation. For implementation, we refer to the existing plan. What has been planned at the beginning of the new school year, for example, is related to the curriculum, students, facilities and infrastructure or also the extensive information out there. Now the last one is controlling or evaluating. Evaluation is a process to see and see, to match the plans that have been made with the implementation that has been carried out. If the implementation is not in accordance with the plan, we will evaluate where the shortcomings are, which will then be used as evaluation material for the future so that it will be better" (I2_WKr).

Meanwhile, the third informant explained, "For 21st-century learning we have started to crawl little by little. For example, fill in the absence via google form. This is part of the digitalization of education" (I3_WKs). This opinion follows what has been expressed by the fourth informant: "The application of 21st-century learning at MAN 1 Serang is quite good because in the learning process it is already using assistive devices such as infocus and cellphones owned by students to access a lot of learning materials" (I4_G).

Student management at MA Negeri 1 Serang Banten Province is an activity to manage, regulate, and condition students or students from entering to leaving school, and all parties in the school are responsible for the success of the implementation of student management. This activity aligns with Mulyasa's (2011) opinion that student management is the arrangement and regulation of all student activities in a school starting from entering until students leave (becoming alumni) the school. In summary, student management is a record of students starting from admission activities to graduating from school or leaving school for other reasons (Juhji et al., 2020; Santriati, 2019; Syahputra, 2020).

In addition, Syahputra (2020a) also explained that student management is an activity regarding the management of all matters relating to students, school development starting from planning for the admission of new students, coaching while students are in school until students finish their education through creating a conducive atmosphere. Conducive to the ongoing effective teaching and learning activities. Thus, the purpose of student management is to

regulate and organize activities related to student affairs, starting from the recruitment or acceptance of new students until students finish their education in an orderly and orderly manner to achieve effective and efficient school education goals.

The implementation of student management cannot be separated from activities related to management functions, namely: planning, organizing, implementing, and controlling. Student management planning at MAN 1 Serang follows the curriculum used, and activities or programs have been planned that can support student development according to student needs. The organization of student management has also been well organized, and the division of tasks and delegation of tasks has also been carried out in the presence of coaches and trainers. The allocation of time for extracurricular activities has also been carried out to not interfere with the learning process. The implementation of student management has been appropriately implemented following predetermined and planned plans and is well organized. Student management control is carried out to determine the suitability between the plans that have been made and those that have been implemented.

The first activity is planning, and planning in student management is planning the activities that students will carry out. According to Daryanto (2013), student planning is divided into several activities: analysis of student needs, student recruitment, selection of new students, student orientation, student placement, and recording and reporting. Thus, planning activities at the school follow what should be done.

The second activity is organizing. Hasibuan and Hasibuan (2016) explain that organizing is an activity in determining, grouping, and regulating various types of activities used to achieve the goals that have been set, determining the appropriate people for these activities, providing supporting tools for these activities, and assign authority by delegation to individuals who will carry out these activities. Thus, organizing in student management is how to divide work or tasks according to their abilities. According to Fatah (2013), organizing consists of five stages, namely: 1) the details of the work carried out to determine the tasks that must be done in order to achieve organizational goals; 2) the division of work is carried out to divide the workload so that individuals or groups can do it; 3) merging work is carried out so that organizational activities run efficiently; 4) coordinating work is carried out to determine the working mechanism in a unit so that it is harmonious; and (5) monitoring is carried out to monitor activities and reorganization is carried out to take adjustment steps to maintain and improve organizational effectiveness.

The third activity is implementation. Implementation is a stage or activity to implement and carry out the plans that have been prepared. Coaches and trainers assist in the implementation of activities in student management. The fourth activity is control. Control is an activity carried out to ensure that the activities carried out are carried out following the plans that have been made. Shah (2010) explains that evaluation is an assessment of students' level of success in achieving the goals that have been determined in a program. The

purpose of student evaluation is to collect information or data that can prove students' progress in achieving the desired goals and allow teachers to assess activities obtained by students. The scope of student management includes student planning, new student admissions, student grouping, student attendance and absenteeism, student discipline, student transfer, graduation and alumni, extracurricular activities, special services, recording, reporting, and evaluation of students (Ula, 2019; Khodijah, 2021).

The implementation of 21st-century learning at MAN 1 Serang has been implemented well, starting from planning based on the curriculum used in the madrasa, the division of tasks has been carried out with people who are qualified in their fields, and the implementation has been combined with communication and information technology and controls are carried out to identify existing deficiencies through regular meetings. All related parties have worked together and cooperated in optimizing 21st-century learning.

21st-century learning must be able to prepare Indonesia's young generation to adapt to technological and communication developments. According to Bonk and Graham (2012), 21st-century learning has the principle of blended learning, namely by combining knowledge or cognitive aspects, thinking skills (critical, innovative, and problem-solving), technology, and experience. 21st-century learning is centered on students (Jacobs & Toh-Heng, 2013; Pertiwi et al., 2018), the learning model used is interactive (Starkey, 2011; Son, 2016), the desired goals are more about the process and skills that will be obtained students (Khoiri et al., 2021), the learning method used is a collaboration between concepts and practices for problem-solving (Bell, 2010).

In addition, Rusydiyah (2019) revealed that learning in the 21st-century has several characteristics, namely: educators are only facilitators and consultants, educators are considered to be friends in the learning process, learning can be carried out efficiently, flexibly, and according to needs and using technology, information and communication as a means to assist the learning process. It is in line with Juhji's (2016) opinion that the task of educators is to be a facilitator. Thus, 21st-century learning emphasizes the learner as the center of learning.

The 21st-century learning process cannot be separated into four main processes: planning, organizing, implementing, and evaluating. Learning planning means preparing for learning before learning is done. Learning planning aims to show that the learning process is planning, development, assessment, and management (Anggraeni & Akbar, 2018). Organizing learning is a stage to divide each task according to their learning ability. Implementation of learning occurs when teaching and learning activities are in progress to achieve predetermined learning objectives.

Moreover, the last process is learning evaluation or assessment. Learning assessment aims to see how students' mastery of materials is in the form of learning outcomes after experiencing the learning process. Zalsalina et al. (2020a) revealed that the assessment has a comprehensive and continuous principle. It means that teachers as educators must use various assessment

techniques that are considered appropriate, which help assess, observe, and monitor the development of student's abilities.

CONCLUSION

The findings of this study conclude that the implementation of student management at MAN 1 Serang is exemplary, marked by good planning, organizing, implementing, and controlling. The planned programs are tailored to the needs of students, the division of tasks with the coaches and trainers to support the organization, the implementation is adjusted to the predetermined plan, and control is carried out to see the suitability between the planning and what has been implemented. In addition, 21st-century learning has been implemented well, starting from planning based on the curriculum used in schools, the division of tasks has been carried out with people who are qualified in their fields, the implementation has combined with communication and information technology and controls are carried out to find out the shortcomings that exist through regular meetings.

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