



CLASS MANAGEMENT IN IMPROVING THE QUALITY OF ISLAMIC BOARDING SCHOOL EDUCATION

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Abstract:

This research aims to describe the student management of MTs Negeri 1 Purworejo, the implementation of student programs in an effort to improve student achievement, and the implementation of student programs in an effort to shape student character at MTs Negeri 1 Purworejo. This type of research is descriptive qualitative. Data collection methods use observation, interviews and documentation methods. Data validity was carried out using data triangulation. The data analysis technique uses a flow model according to Miles and Huberman, namely data collection, data reduction, data presentation, and drawing conclusions. The research results show that: 1) Student management at MTs Negeri 1 Purworejo is carried out by planning, organizing, actualizing and supervising student programs in the field of student development. 2) Implementation of student programs in an effort to improve student achievement at MTs Negeri 1 Purworejo is carried out through fostering academic achievement by the curriculum sector, fostering non-academic achievement through extracurricular activities and building achievement. 3) Implementation of student programs in an effort to shape student character at MTs Negeri 1 Purworejo is carried out through firstly developing student discipline, secondly character building by integrating character values in learning tools, integrating character values in P5RA, self-development or habituation, exemplary activities, and nationalism activities and patriotism.

Keywords: *Student Management, Student Achievement, Student Character.*

INTRODUCTION

The purpose of education is to educate and develop the potential of students. Thus, it is hoped that the nation's children have knowledge, good personality, creativity, and have a sense of responsibility towards themselves. Education is a path to improvement in producing quality human resources for the future of the nation. The objectives of national education are regulated in Law Number 20 of 2003, Article 3, concerning the National Education Site. In this law, five educational objectives can be described, namely forming humans who believe and fear Allah, have good morals, and become creative and independent. Just like the objectives of national education, education is the main foundation that plays an important role in the development and progress of a nation. In this era of globalization and increasingly advanced technology, quality education is an absolute necessity to create a competent, creative, and competitive generation in facing global challenges. Investment in education is an investment in the future, and efforts to improve the education system must be a top priority for the government, society, and all stakeholders. Madrasah Tsanawiyah or MTs is a

basic level of formal education in Indonesia equivalent to Madrasah Menengah Pertama, which is managed by the Ministry of Religion. In PP no. 10 of 2017 it is stated that madrasah tsanawiyah, hereinafter abbreviated as MTs, is one form of formal education unit under the guidance of the minister who organizes government affairs in the field of religion that organizes general education with the characteristics of Islam at the basic education level as from SD, MI, or other forms that are equivalent or continuation of learning outcomes that are recognized as the same or equivalent to SD or MI. Based on this understanding, madrasah tsanawiyah is a madrasah that is organized by integrating Islamic values and teachings in the implementation of the curriculum with an effective learning approach and optimal and cooperative involvement between teachers and parents, as well as the community to foster student character and competence. Madrasahs that were once alienated from the national education system in the 1970s are now starting to be of interest to the community as one of the solutions to the concerns of the Muslim community who want an Islamic educational institution that is committed to practicing Islamic values in its system and aims for its students to have balanced competencies between kauniyah knowledge and qauliyah knowledge, between fikriyah, ruhiyyah and jasadiyyah, so that they are able to produce a generation of young Muslims who are knowledgeable, have broad insight and are useful for the community.

Improving the quality of education in madrasahs is not only focused on achieving academic aspects, but also non-academic aspects, both in the form of curricular and extracurricular activities through various systematic and systemic activity programs. MTs Negeri 1 Purworejo as one of the madrasahs in Purworejo Regency continues to improve itself in realizing the vision of the madrasah, namely the realization of a religious, high-achieving and environmentally conscious generation. This vision is in line with the goal of education, namely to create students who excel and also have character. In reality, there are still several obstacles and implementation that is not well coordinated by both teachers and students regarding improving student achievement and character development at MTs Negeri 1 Purworejo. Based on empirical evidence, it shows that student management is very helpful in managing the planning of all aspects of activities related to students, namely from the entry of students (students) to the exit of students (students) from a madrasah or an educational institution. Student management (student affairs) is very much needed in educational institutions because students are both subjects and objects in the process of transforming knowledge and skills (Ariska, 2015). Student management is one of the operational areas Student management is part of educational management. Because students are the center of education, and student management is strategic both inside and outside the madrasah organization. Education includes academic management, academic support services, human resources, financial resources, infrastructure, and madrasah-community relations. Continuous efforts are made to ensure that students acquire the knowledge they need to rely on (Santriati, 2019). According to Djamarah in Bagus Eko Dono (2021), achievement is the result of an activity that has been done, created, either individually or in groups. Achievement will never be achieved as long as someone does not do an activity. In reality, getting an achievement is not as easy as imagined, but full of struggle with various challenges that must be faced. Only with tenacity and self-optimism can help to achieve it. Therefore, it is natural that achieving achievement must be through persistent work. Achievement is something that can be proud of by individuals or an institution. However, achieving it is not as easy as imagined. Likewise, the student management of MTs Negeri 1 Purworejo always improves itself in an effort to improve student

achievement both academically and non-academically. This non-academic aspect is important in improving the quality of education because it can help students develop holistically and prepare them to face challenges in the future.

Character formation through habituation is the process of forming attitudes and behaviors that are automatic and permanent through repeated learning. Habituation can be done together or individually. Habituation can be done through routine and incidental activities at the madrasah. Habituation that is done continuously will lead to the formation of character. Pavlov's behavioral psychology view states that habits can be formed due to conditioning or giving stimulus. The stimulus needs to be done repeatedly so that the desired reaction (response) appears (Suyono, 2014). Character formation through habituation is one of the programs of MTs Negeri 1 Purworejo in accordance with the vision of the madrasah and the mandate of the national education goal, namely the realization of a generation with noble character. Based on this, the researcher is interested in studying student management in an effort to improve achievement and shape student character at MTs Negeri 1 Purworejo.

Based on the results of observations and preliminary surveys, MTs Negeri 1 Purworejo has innovated by opening superior programs and continuously organizing achievement and extracurricular programs in order to improve the quality of its education. MTs Negeri 1 Purworejo is one of the madrasahs in Purworejo that has quite a lot of enthusiasts, seeing that starting in January every year there have been many new student applicants. In terms of achievements, in the past 5 years it has shown good achievements. In the academic field from year to year, it continues and in the non-academic field, there are many achievements achieved through competitions at the sub-district, district, provincial and national levels.

Some studies that are relevant to this study include: (1) Dina Safitri conducted a study entitled "Student Management in Improving Academic and Non-Academic Achievement of Students at SMP Negeri 5 Batusangkar". The similarity between this study and the previous study is that both focus on student management as a way to improve student achievement and the research method is also the same, namely the descriptive qualitative method. The difference is that this study also looks at the role of student management in character formation. (2) Muhammad Amin, et al. conducted a study entitled "Implementation of Student Management in Improving Non-Academic Achievement at SMP Kreatif 'Aisyiyah Rejang Lebong'". The similarity between this study and the previous study is that both focus on the scope of student management. The difference is that this study covers achievement and character, while the research by Muhammad Amin, et al. emphasizes more on non-academic achievement only. (3) Research conducted by Najib Subchan Alhuda entitled "Student Management in Efforts to Improve Achievement and Form Student Character. The difference with this research is that it is within the scope of Madrasah Tsanawiyah or equivalent to junior high school, while that conducted by Najib Subchan Alhuda is within the scope of elementary madrasah.

RESEARCH METHODS

This type of research is qualitative field research, namely research that is characterized by the fact that the data is stated in its natural state or as it is (natural setting) without changing it into symbols or numbers, so that in this research the researcher describes events or incidents in the field without changing them into numbers or symbols.

This research is a qualitative descriptive research because this research provides an overview of the research results by describing the actual data

obtained in the field. This research will describe the object naturally, namely regarding student management at MTs Negeri 1 Purworejo and the implementation of student programs in an effort to improve achievement and shape student character.

Data analysis in this study uses flow model analysis techniques. The steps of flow model data analysis according to Miles and Huherman in Sugiyono (2008) are data collection, data reduction, data presentation/data display, and drawing conclusions.

RESULTS AND DISCUSSION

Student Management of MTs Negeri 1 Purworejo

To find out student management activities, it is necessary to pay attention to starting from accepting new students, student coaching, and completing student programs. In this study, it is limited to student coaching programs. After data on the implementation of student management at MTs Negeri 1 Purworejo is collected, the next step is to analyze the data. The results of the study on student management are presented starting from planning, organizing, implementing, and evaluating. The results of the study are presented as follows:

Planning

According to Eka Nur Laila, the planning of student programs or activities is under the highest leadership of the madrasah (Head of Madrasah) and is designed by his deputy for student affairs, both academic and non-academic. The planning program is an academic or non-academic action carried out at the beginning of the year, the technical aspects of which are discussed together between elements. (Sulistiyorini, 2009). This is in line with Najib Subchan Alhuda's research that a good activity begins with thorough planning, in student management planning at MTs Negeri 1 Purworejo it begins with the acceptance of new students, student development and strengthening of activities through the preparation of student programs. At the beginning of the school year, student development planning is prepared at a coordination meeting with the head of the madrasah, foundation, teachers, and employees. (Najib Subchan Alhuda, 2020). In planning student management at MTs Negeri 1 Purworejo, it begins with the acceptance of new students, student development and strengthening of activities through the preparation of student programs. For student development planning, it is prepared in a coordination meeting with the head of the madrasah, deputy head, administrative staff, and the madrasah committee at the beginning of the school year.

Organizing

Organizing is the process of arranging, allocating and distributing work, authority and resources among members of an organization to achieve organizational goals. Stoner in the Lecturer Team (2011:94) states that organizing is the process of employing two or more people to work together in a structured manner to achieve a specific goal or several goals. Proper organizing will make people's positions clear in their work structure through professional selection, allocation and distribution of work.

The successful implementation of the organizing process will enable an organization to achieve its goals. Organizing student management to improve achievement and shape student character is an organization carried out by the student affairs and curriculum division. In this organization, the student affairs division of MTs Negeri 1 Purworejo focuses on fostering non-academic achievements and character development in the form of daily activities at the

madrasah which will later become a habit. For fostering academic achievement, the curriculum division carries out the achievement development program.

Implementation

The implementation of student management in an effort to improve achievement and shape student character is carried out after the organization activities are completed. Implementation is the process of realizing a plan that includes strengths and weaknesses. The implementation of a good program can run according to plan. Implementation is nothing more than an effort to realize planning through a lot of direction and motivation so that employees can carry out activities optimally according to their roles, duties, and responsibilities. (Daryono, 2020). In terms of implementing student management at MTs Negeri 1 Purworejo, the deputy head of student affairs cannot stand alone, so it is necessary for other parties to be involved in supporting the implementation of student management activities. The implementation of student activities starts from the beginning of the school year until the end of the school year. Activities related to improving student achievement and character building also continue to be carried out by the student team and supervising teachers.

Supervision

According to (Harianto et al., 2020) work supervision is a systematic effort to set performance standards in a plan in order to design an information feedback system to determine whether a deviation occurs and measure the extent of the deviation, and to take the necessary corrective actions to ensure that all tasks carried out have been carried out as effectively as possible to achieve organizational goals. Supervision of student management at MTs Negeri 1 Purworejo is stated in the SOP that at the end of each activity, the student affairs section carries out an evaluation of its implementation based on the type and purpose of the activity. The evaluation results are used to plan future activities.

The evaluation of student management at MTs Negeri 1 Purworejo is carried out at the end of the school year. The evaluation is carried out in order to obtain better input. The evaluation is related to follow-up and analyzing target achievement. The evaluation is carried out in a meeting attended by the head of the madrasah, vice principal for academics, vice principal for student affairs, vice principal for facilities and infrastructure, homeroom teachers, extracurricular supervisors, committees, teachers, and staff. The results of the activity evaluation will be input at the beginning of student program planning activities in the following year.

Implementation of Student Programs in an Effort to Improve Student Achievement

The second research result is the implementation of student programs in an effort to improve student achievement at MTs Negeri 1 Purworejo. The madrasah's efforts to improve student achievement are not only in the realm of students, but are included in the curriculum of MTs Negeri 1 Purworejo. The madrasah's efforts to improve student achievement at MTs Negeri 1 Purworejo are divided into two, namely academic and non-academic achievements which will be described as follows:

a. Academic Development

In the last 5 years, MTs Negeri 1 Purworejo has shown academic achievements that are always increasing. Achievements in the academic field can be seen in the documents of the results of the madrasah exams and national assessments are increasing. Academic activities (intracurricular) are all activities that have been determined in the curriculum which are implemented during class

hours. These curricular activities are in the form of a teaching and learning process in class with the names of subjects or fields of study in the madrasah.

In the intracurricular program, students are emphasized on their intellectual abilities which refer to the ability to think rationally, systematically, analytically, and methodically. Coaching in intracurricular activities consists of remedial teaching and enrichment in the subjects taught by the teacher, remedial learning activities are coaching activities for students who have not mastered the competencies that must be achieved, enrichment activities for students who have mastered the specified competencies faster than the time allocation set with the aim of expanding or enriching the vocabulary of competencies and intracurricular coaching is carried out in class on a special schedule, adjusted to needs, does not have to be carried out on a fixed schedule every week.

Madrasah always strives to improve student achievement, namely through the BINPRES (Bina Prestasi) program and the development of superior classes or talents, so that by preparing human resources who receive special additions in learning, it will be easier to manage students and produce achievements or champions. The achievements obtained in 2024 were as the overall champion in the Madrasah Science Competition at the MTs level throughout Purworejo Regency and the first winner of the district-level Arabic Language Olympiad.

Non-Academic Achievement Development

During 2024, MTs N 1 Purworejo has achieved many achievements, including at the district level as the 3rd place futsal winner, 1st and 3rd place PMR Madya, 1st place Bung Tomo speech winner, 1st place MTQ student winner, 1st place LBB winner, 3rd place storytelling winner. At the provincial level as the 1st and 2nd place boxing winner. At the national level as the 2nd place MTQ student winner, 2nd place video content winner. 2nd place Arabic speech winner. At the international level as the 1st and 2nd place Arabic speech winner, gold medal in the pencak silat tournament. Development of non-academic activities is carried out through extracurricular and superior programs.

MTs Negeri 1 Purworejo carries out non-academic coaching activities with self-development activities where students can choose activities according to their talents and interests. The preparation of planned extracurricular activities is first discussed with the leadership, then submitted to the committee board, if approved then extracurricular development can be implemented. Extracurricular activities are carried out from Monday to Saturday after KBM at 13.30. Apart from Friday because it is used for the mandatory Scouting extracurricular.

Implementation of Student Programs in an Effort to Form Student Character

Based on the SOP document of MTs Negeri 1 Puworejo, there are 10 characters developed in MTs Negeri 1 Purworejo, namely (a) having straight and correct beliefs, (b) performing correct worship, (c) having mature and commendable morals, (d) having good independence, (e) having broad insight and critical thinking, (f) having a healthy and strong body, (g) having sincerity, (h) living an orderly life, (i) being careful with time, and (j) being useful to others.

The ten characters above can be described with the following indicators: (a) Having a straight and correct creed including believing in the pillars of faith, not committing polytheism, superstition, khurof and bid'ah, being grateful for the blessings of Allah SWT; (b) performing correct worship, including ihsan in thoharoh, performing prayers and fasting with awareness, tartil reading the Qur'an, memorizing the Qur'an with a target of class VIII juz 30, class VIII juz 29, and class IX juz 1, liking dhikr and praying; (c) Having mature and commendable morals including being devoted to parents and teachers,

respecting the elderly and loving the younger, being polite in socializing and dressing, avoiding reprehensible traits; (d) having good independence, including being able to take care of oneself, having life skills, liking to save and not being wasteful; (e) having broad insight and critical thinking skills, including enjoying and being able to read effectively, completing all study field values, being able to compete and achieve, being able to communicate effectively, developing a critical attitude, (f) having a healthy and strong body, including being sporty in sports, consuming halal and nutritious food, maintaining good manners in eating and drinking, maintaining personal and environmental cleanliness, (g) having sincerity, including being diligent in studying and actively seeking knowledge, being disciplined in all areas, (h) living an orderly life including maintaining cleanliness at home, in the madrasah and in the community, putting things in their place, (i) being careful with time including using time for useful things, not delaying work, and (j) being useful to others including enjoying helping others, caring about the environment, and defending the country.

Efforts made to realize the character of students at MTs Negeri 1 Purworejo are described as follows:

a. Student Discipline Development

Student discipline development is an effort in the form of assessment activities, guidance for improvement, improvement and development carried out on students with the aim of forming awareness of norms in a responsible manner.

The steps taken by MTs Negeri 1 Purworejo in fostering student discipline are by creating rules as attached in the SOP of MTs Negeri 1 Purworejo which consists of class order, pilgrimage-murojah order, rest order, attendance order, friend order, entering the room order, flag ceremony order, dress order, cleanliness and beauty order, worship order, teaching and learning activity order, and going home order. In addition to the rules, the student affairs department also compiles credit points for violations of the rules. The results of observations on habits also show that students are accustomed to carrying out daily worship activities such as praying at the beginning of the lesson and praying dhuha, praying dhuhur in congregation, shaking hands with teachers, obeying the rules as stated in the SOP document.

b. Character formation of students through habituation

Starting with the planning stage in the process of implementing character formation values at MTs Negeri 1 Purworejo. Teachers do not make special learning implementation plans, but the implementation of these character values is cultivated or inserted into all learning plans and daily activities at the madrasah. Thus, it is hoped that the process of implementing character formation can be integrated into every learning activity at the madrasah and also integrated into the P5RA (Pancasila Rahmatan Lil Alamin Student Profile Strengthening Project) activities.

In planning, the madrasah also conducts socialization in advance to all elements of the madrasah, so that the implementation process of character formation can run in accordance with the objectives of the madrasah. The dimensions of character values that are a priority at MTs Negeri 1 Purworejo include 10 characters, namely: (a) having straight and correct beliefs, (b) performing correct worship, (c) having mature and commendable morals, (d) having good independence, (e) having broad thinking insights and critical power, (e) having a healthy and strong body, (g) having sincerity, (h) living orderly, (i) being careful with time, and (j) being useful to others.

The evaluation of character formation as stated above is in accordance with the researcher's observations. The teacher provides character assessment based on notes in the teacher's observations and credit point books. Not all

students have special notes in the credit point book. Students who have poor records can get good grades if in the end the student has changed to have a good character as in the odd semester student moral assessment document.

The presentation of research data on Student Management in an Effort to Improve Achievement and Form Student Character at MTs Negeri 1 Purworejo as explained above consists of three discussions, the first is about student management at MTs Negeri 1 Purworejo, the second is about the implementation of student programs to improve student achievement, and the third is about the implementation of student programs in an effort to form the character of students at MTs Negeri 1 Purworejo.

Student management planning in the field of achievement coaching and character building at MTs Negeri 1 Purworejo has been implemented well. Planning in education management is considered by MTs Negeri 1 Purworejo to be very important, considering that all achievement coaching and character building management activities are certainly preceded by good planning as stated by Risda Nirmala Sari (2015: 9) so that the implementation of achievement coaching and character building activities run well in accordance with the program that has been planned and arranged together. To achieve this, the madrasah prepares achievement coaching and character building planning by bringing and discussing it in a deliberation forum involving the madrasah structure and stakeholders such as the head of the madrasah, academic development division, vice head of the madrasah, teachers' council, education staff and the madrasah committee.

The organizational structure of the MTs Negeri 1 Purworejo Madrasah consists of: (1) Head of Madrasah, (2) Head of Administrative Affairs, (3) Deputy Head of Madrasah, (4) Madrasah Treasurer, (4) Coordinators, (5) Head of Division, (6) Homeroom Teacher, (7) Class Syuro. The management of MTs Negeri 1 Purworejo adheres to the principles of total quality management, continuous improvement, and quality assurance. These three management principles will lead MTs Negeri 1 Purworejo to become an effective and quality madrasah both in terms of management and service as well as in the implementation of teaching and learning activities, all of which are expected to lead to the welfare of students, the formation of targeted character and competencies.

The implementation of student management in fostering achievement and character building at MTs Negeri 1 Purworejo has been carried out very well. This is evident from the majority of students and output of MTs Negeri 1 Purworejo having strong and good characters and having higher achievements when compared to junior high schools in general. The implementation of fostering achievement and character building at MTs Negeri 1 Purworejo is the realization of student affairs and curriculum planning in efforts to foster achievement and character building that have been prepared and discussed previously together in the Curriculum Development Team and stakeholders. As stated by Ely Kurniawati (2014: 107) that implementation is an activity to realize plans into real actions in order to achieve goals effectively and efficiently, so that they will have value. The implementation of fostering achievement and character building in educational units needs to involve all members of the educational unit, parents of students and the surrounding community.

In the implementation of achievement coaching and character building at MTs Negeri 1 Purworejo, teachers play a very strategic role, especially in shaping character and developing students' potential. The exemplary behavior of teachers in the community can be used as an example and reference for the community. Teachers have a very important role in determining the success of achievement

coaching and character building. The position of teachers as the spearhead of education. Teachers do not only teach knowledge, but in the teaching and learning process, there is also a process of absorption by students of all teacher behaviors. Because teachers are the main figures in madrasahs, if education is to be successful, the quality of the teacher must be reliable, not only in terms of knowledge. As stated by Asmani (2011: 82) in the implementation of achievement coaching and character building, the role of teachers includes: (1) Role model, the teacher's task as a role model is to provide a good example, be it a matter of morals, ethics or morals wherever he is, (2) Inspirator, A teacher will become a figure The success of teachers will inspire students. Inspirational teacher figures are needed to ignite the spirit of achievement in the madrasah, (3) Motivator, After becoming an inspirator, the next role of the teacher is a motivator. One of the efforts that must be made by a teacher so that what is in his/her duties can truly achieve motivation for students is by teaching in a fun way, creating a pleasant atmosphere, giving gifts or punishments, and so on, (4) Dynamic, To become a dynamic teacher must have synergistic abilities between intellectual, emotional, and spiritual so as to be able to withstand every attack that hinders. These abilities make the teacher an effective and productive dynamic in producing works, both thought and social, (5) Evaluator, As an evaluator, the teacher must always evaluate the learning methods that have been used so far in fostering achievement and character formation. In addition, he/she must also be able to evaluate the behavioral attitudes displayed and the planned agenda.

Supervision concerning the evaluation of the implementation of achievement coaching and character building carried out by MTs Negeri 1 Purworejo has been running well. However, there is one aspect that has not been fulfilled, namely the absence of a preparation of an assessment instrument for achievement coaching and character building. The evaluation carried out by MTs Negeri 1 Purworejo is in the form of supervision, monitoring, evaluation, field observation and observation reports. MTs Negeri 1 Purworejo measures the level of success of the implementation of achievement coaching and character building with an assessment program that compares initial conditions with achievements within a certain time.

CONCLUSION

Student management activities include, first planning. The planning made by the madrasah has been very effective by referring to existing procedures. The head of the madrasah has involved related parties in the preparation of the curriculum and student programs. This madrasah has short-term, medium-term, and long-term programs that are documented. In terms of student management planning, MTs Negeri 1 Purworejo has taken preparatory steps starting from several stages of preparation, including: (1) curriculum socialization by the curriculum center and socialization in educational units, to align perceptions with all educational units regarding the concept of improving achievement and character building, making a joint commitment between all components of the madrasah community, (2) preparation of curriculum programs and student programs in an effort to improve achievement and character building, character values are poured into the structure and content of the curriculum, as well as learning tools.

Second, the organization of student management carried out at MTs Negeri 1 Purworejo has been effective by referring to existing procedures. Organizational structure with a clear structure, details of a position, duties, functions, authority and responsibility of each unit in the organization in facilitating the achievement of the goals of MTs Negeri 1 Purworejo.

Third, the implementation of student management in fostering achievement and character building of students at MTs Negeri 1 Purworejo is very effective by referring to the plan that has been made. Implementation is the realization of student and curriculum planning in an effort to foster achievement and character building of students that have been prepared and discussed previously together in a team of compilers and stakeholders.

Fourth, supervision in the form of evaluation of student management in fostering achievement and character building of students at MTs Negeri 1 Purworejo is very effective by referring to existing procedures. Supervision in the form of monitoring, evaluation, and direct observation of the implementation. Supervision is carried out by the Ministry of Religion and the head of the madrasah. Guidance for educators and education personnel at MTs Negeri 1 Purworejo is carried out routinely by the head of the madrasah.

The implementation of student programs in an effort to improve student achievement at MTs Negeri 1 Purworejo is carried out through (1) academic achievement development, namely curriculum development, teaching and learning activities, superior programs, and achievement development programs in Mathematics, Science, Social Studies, Arabic, and English. (2) non-academic achievement development in the form of mandatory extracurricular activities and optional extracurricular activities based on student talents and interests.

The implementation of student programs in character building of MTs Negeri 1 Purworejo students is carried out through (1) discipline development, (2) character development through habituation, namely first by integration into subjects by including character education values in learning devices, second integration into local content subjects, third through self-development (habituation), and P5RA activities (Project Penguatan Profil Pelajar Pancasila Rahmatan Lil Alamin).

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