

Strategies for Implementing Student Management to Improve Educational Quality

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ABSTRACT

Objective: The purpose of this study is to analyze the strategies of student management in improving the quality of education in schools. Student management is one of the most important aspects of educational administration, necessary for maximizing students' potential in order to support the achievement of educational goals. The scope of student management includes student planning, admission of new students, student grouping, student guidance and development, record-keeping and reporting, evaluation, transfers, and student graduation. Effective student management can create a positive learning environment, improve discipline, and develop both academic and non-academic potential in students. **Method:** This study employs a qualitative approach using a descriptive research methodology. The data collection methods include observation, interviews, and documentation. Data analysis involves data reduction, data analysis, and drawing conclusions. **Results:** The study's findings indicate that the implementation of management strategies for students is carried out through systematic program design, guidance and counseling services, school regulations, the development of extracurricular activities, the utilization of educational administration technology, and collaboration between the school and students. The aforementioned strategies make a positive contribution to the improvement of educational quality, both in terms of the learning process, student discipline, and the quality of educational services provided in schools. **Novelty:** Accordingly, one of the most effective strategies for improving the quality of education in schools is the implementation of a well-planned and ongoing student management system.

INTRODUCTION

One of the key components of an educational management system aimed at improving the quality of educational services in schools is student management. By managing students in a systematic and planned manner, schools are expected to create an effective and enjoyable learning environment that supports all students' potential. The primary goal of implementing student management is to provide high-quality education by offering instruction that is responsive to students' academic and non-academic needs. In modern education, the quality of education is measured not only by academic achievement but also by the school's success in building character, social skills, and students' ability to adapt to the changing times [1].

Student management strategies are used to achieve these goals. These strategies include student planning and admission, discipline management, guidance and counseling services, the development of interests and talents, and consistent evaluation of student progress. Students are at the center of the entire educational process, making these strategies a vital component of enhancing educational quality. Schools that can effectively manage their students will find it easier to foster a positive school culture, improve the quality of learning, and produce graduates who are both talented and of

good character. According to [2], effective student management significantly influences the quality of education delivered at a school.

However, many challenges continue to arise when implementing student management in schools. Limited human resources for managing student administration, a lack of collaboration between schools and parents, poor guidance and counseling services, and a lack of student discipline are some of these issues. In addition, due to technological advances and changes in the characteristics of the student generation, schools must be more flexible in their approaches to managing students. According to [3], this situation has led some schools to fail to implement student management effectively, which impacts the quality of education provided.

Previous studies have examined student management and its relationship to educational quality. According to research conducted by [4], student management has a significant impact on the effectiveness of learning in schools. According to research by Ali Imron, extracurricular activities can enhance students' character and academic achievement. According to research by [5], well-organized student administration can improve educational services. Another study conducted by [6] demonstrates the importance of guidance counseling in supporting student growth. Meanwhile, research by Made Pidarta found that parental involvement in managing their children has a positive impact on improving school quality. However, most studies have not examined implementation strategies for student management aimed at improving educational quality and remain focused on specific elements of student management.

Preliminary observations conducted by researchers at the school indicate that various guidance and development programs are used to manage students. Interviews with school officials reveal that school rules, discipline training, extracurricular activities, and counseling services are provided to students experiencing learning problems or difficulties. However, there are several obstacles to their implementation, such as a lack of student supervision and insufficient parental participation in school programs.

This study differs from previous research in that it not only addresses student administration as a whole but also examines in greater depth how student management can improve the overall quality of education. This study combines elements of planning, guidance, potential development, counseling services, and school-parent collaboration. Furthermore, as part of educational management innovation in the digital age, this study emphasizes the use of technology in student management.

This study is important because student management is one of the strategic factors that determine the success of education in schools. The results of this study are expected to provide a theoretical contribution to practitioners, as the implementation of effective student management will lead to improvements in the learning process, the development of students' character, and the overall quality of educational services.

RESEARCH METHOD

This study employed a qualitative descriptive approach. Data were collected through observation, interviews, and documentation. The participants included school

principals, teachers, and students. Data analysis involved reducing the data, presenting the findings, and drawing conclusions.

RESULTS AND DISCUSSION

Results

The study findings indicate that implementing systematic student management from the planning stage through graduation can result in an educational process that is more efficient, orderly, and focused on developing each student's potential. Schools have analyzed student needs and determined enrollment capacity based on available facilities and resources. This is part of student planning. Good planning enhances the orderliness of learning and the effectiveness of educational services. Well-planned student development programs also help schools identify students' academic and non-academic needs from the very beginning.

The quality of educational input is determined by the admission of new students (PPDB), which is a crucial component of student management. A transparent, fair, and policy-compliant student selection process can improve the quality of students admitted to schools and foster a more competitive learning environment. During the student grouping stage, schools use placements based on students' abilities, interests, and characteristics. This strategy is considered effective in improving the quality of learning because teachers can tailor their teaching approaches and methods to meet students' needs. Appropriate grouping increases student participation and encourages them to learn.

In addition, research findings indicate that student guidance and development are key components in supporting educational quality. Extracurricular activities, strengthening school discipline, and guidance and counseling can enhance students' academic abilities, social skills, and character. Students not only gain greater intellectual capacity but also develop a disciplined attitude, a sense of responsibility, and the ability to collaborate.

Technology also helps manage educational data and services. Attendance tracking, grade processing, documentation of student progress, and the dissemination of information to parents all become easier with a school information system. Technology also improves management efficiency and reduces data management errors.

Schools, parents, and the community work together to strengthen the implementation of student management. By working together, we can achieve better supervision and guidance for students' growth, both in and out of school. It has been proven that parental support increases students' motivation to learn and their discipline.

From an educational quality perspective, the implementation of effective student management contributes to improving the quality of educational inputs, processes, outputs, and outcomes. The quality of inputs is evident in the improved quality of

students admitted to schools; the quality of processes is evident in learning that is more organized, enjoyable, and student-centered; and the quality of outputs is evident in improved learning outcomes and students' academic and non-academic achievements.

Meanwhile, from an educational quality perspective, the implementation of student management.

Based on this discussion, it is clear that strategies for implementing student management are a key component in improving the quality of education. Schools have a greater chance of providing high-quality educational services if they manage their students more effectively. Consequently, educational institutions must continue to improve their student management capabilities through careful planning, ongoing training, the use of technology, and strong collaboration with various stakeholders to achieve academic goals.

Discussion

Student management is a strategic process for overseeing all activities related to students from the admission stage through graduation, aimed at creating an effective, orderly learning environment that optimally supports the development of students' potential. Based on observations at SMPN 29 Surabaya, SMAN 22 Surabaya, and SDN Jeruk I/469 Surabaya, the implementation of student management indicates that schools do not merely focus on administrative aspects such as data recording, attendance tracking, and reporting, but also prioritize students as the central focus of educational quality development. These three schools demonstrate that student management is carried out through a combination of planning, guidance, supervision, and evaluation tailored to the characteristics and needs of students at each educational level. SMPN 29 Surabaya, for example, demonstrates an adaptive management approach through an inclusive service system and supporting facilities that accommodate student diversity. SMAN 22 Surabaya emphasizes strengthening school culture, discipline, and a focus on achievement, while SDN Jeruk I/469 Surabaya places greater emphasis on building foundational character, fostering positive habits, and instilling discipline from an early age. These findings underscore that student management plays a central role in effectively supporting the achievement of educational goals [7].

The scope of student management at the three schools observed includes student planning, admission of new students, student grouping, guidance and development, administrative record-keeping, evaluation, and graduation management. During the planning stage, schools analyze student needs based on school capacity, facilities, and the educational goals to be achieved. SMPN 29 Surabaya and SMAN 22 Surabaya appear to have more complex planning systems due to their larger student populations and more diverse management needs, whereas SDN Jeruk I/469 Surabaya focuses more on strengthening the foundational aspects of student guidance. The process of admitting new students is also a crucial component in ensuring alignment between school capacity and educational service needs. Additionally, grouping students based on specific learning needs and characteristics helps improve the effectiveness of learning. Student development is carried out through school regulations, academic

programs, guidance and counseling services, as well as extracurricular activities aimed at developing students' academic and non-academic potential in a balanced manner [8].

The implementation of student management strategies in these schools demonstrates that systematic program planning is the cornerstone of successful student management. Schools with clear planning tend to be better able to manage student needs effectively. This is evident in how SMPN 29 Surabaya utilizes facilities and support services to accommodate student diversity, while SMAN 22 Surabaya implements management focused on enhancing student achievement and future readiness. Guidance and counseling services are also a crucial component, particularly at the junior high and senior high school levels, as they help students navigate academic, social, and emotional challenges. On the other hand, the enforcement of discipline and school regulations has proven to be a key strategy in fostering a conducive school culture. SDN Jeruk I/469 Surabaya demonstrates that instilling discipline from the elementary school level can serve as a vital foundation for shaping students' character in subsequent educational stages. Furthermore, developing students' potential through extracurricular activities makes a significant contribution to enhancing social skills, leadership, and the cultivation of students' interests and talents. In the context of modern educational development, the use of administrative technologies such as digital attendance systems, student information systems, and technology-based data management is also becoming an essential requirement for improving the efficiency of educational services [9].

The quality of education as the primary objective of implementing student management can be assessed through the quality of educational inputs, processes, outputs, and outcomes. Based on observations, schools that systematically implement student management tend to provide higher-quality educational services. SMPN 29 Surabaya and SMAN 22 Surabaya demonstrate that supportive facilities, school culture, and structured student management contribute to improving the quality of the learning process and educational outcomes. Meanwhile, SDN Jeruk I/469 Surabaya emphasizes that the quality of education at the elementary level is greatly influenced by the school's success in instilling character, discipline, and positive learning habits from the very beginning. Thus, the quality of education is not only measured by academic achievement but also by the school's effectiveness in creating a high-quality learning environment that supports students' holistic development [10].

The relationship between student management and educational quality appears to be very close, as effective student management creates a more orderly learning environment, improves discipline, develops students' potential, and enhances the success of the learning process. Schools with a good student management system have proven to be better able to provide optimal educational services. Based on observations at the three schools, the implementation of student management which includes planning, guidance, development, evaluation, and the use of technology is a key factor in enhancing educational quality. Therefore, student management must be positioned not merely as an administrative activity but as a core strategy in school education

reform. The more systematic the implementation of student management, the greater the school's opportunity to improve the quality of educational services, produce outstanding graduates, and meet the demands of education in the modern era [11].

Another important finding from the observations is that the effectiveness of student management is strongly influenced by the continuity of monitoring and evaluation processes carried out by schools. Student management at SMPN 29 Surabaya, SMAN 22 Surabaya, and SDN Jeruk I/469 Surabaya does not stop at planning and implementation stages, but also requires consistent supervision of student development through attendance monitoring, academic assessment, behavioral evaluation, and periodic reporting systems. Continuous evaluation enables schools to identify students' progress, learning barriers, disciplinary challenges, and developmental needs more accurately. For example, schools that actively monitor attendance patterns and academic performance are better able to provide early interventions for students experiencing difficulties, thereby preventing broader academic or behavioral problems. This demonstrates that evaluation in student management functions not merely as an administrative requirement, but as a strategic mechanism for ensuring that student development programs remain aligned with educational objectives [12]. Through systematic monitoring and evaluation, schools can also adjust policies and programs based on real student conditions, making student management more responsive and adaptive. Therefore, the integration of sustainable supervision and evaluation strengthens the effectiveness of student management in supporting educational quality improvement [13].

Moreover, the management of student development should also emphasize individualized service approaches that recognize differences in students' abilities, interests, and developmental characteristics. Observations indicate that each school applies student management according to its educational context, but a common strength lies in efforts to accommodate student diversity through academic guidance, extracurricular opportunities, and behavioral development programs. This is particularly evident in SMPN 29 Surabaya inclusive approach and in the differentiated developmental focus seen across the elementary and secondary levels. Effective student management requires schools to view students not as homogeneous administrative objects, but as individuals with unique developmental trajectories. By recognizing these differences, schools are better able to design targeted interventions, optimize student potential, and improve educational experiences more comprehensively [14]. Such an approach aligns with contemporary student management principles that emphasize personalized development as a foundation for improving both student outcomes and institutional educational quality. Consequently, student management becomes not only a system of regulation but also a developmental framework that ensures every student receives opportunities to grow according to their specific potential and educational needs [15].

Despite the significant contributions of student management to improving educational quality, the findings also indicate that its successful implementation

requires continuous adaptation to evolving educational challenges. Differences in student backgrounds, learning capacities, technological accessibility, and institutional resources may influence the effectiveness of management strategies across schools. Therefore, student management should not be viewed as a static administrative framework, but rather as a dynamic and sustainable process that must continuously respond to educational developments and student needs. Schools need to strengthen innovation in planning, supervision, individualized development, and technology integration while maintaining a balance between academic excellence and character formation. Through consistent improvement and contextual adaptation, student management can function not only as a managerial system but also as a transformative educational strategy that supports long-term school quality enhancement and prepares students to face the demands of an increasingly complex educational landscape [16].

CONCLUSION

Fundamental Finding : This study confirms that student management is a highly fundamental and strategic component in improving the overall quality of education. The results indicate that the systematic implementation of student management encompassing student planning, admission, grouping, guidance, development, monitoring, and evaluation significantly contributes to creating an educational process that is more focused, adaptive, orderly, and centered on students' needs. Observations at SMPN 29 Surabaya, SMAN 22 Surabaya, and SDN Jeruk I/469 Surabaya reveal that student management functions not only as an administrative mechanism but also as a comprehensive development framework that supports improvements in academic achievement, character building, discipline, social competence, and students' readiness to face future challenges. Thus, the main thesis of this study is further reinforced: the more strategic and systematic the implementation of student management, the greater the school's opportunity to improve educational quality across the aspects of input, process, output, and outcome. **Implication :** The implications of this study suggest that schools need to position student management as a core strategy of educational reform, rather than merely an operational administrative system. Educational institutions must continue to strengthen innovation in student planning, guidance and counseling services, discipline management, the development of individual potential, the promotion of extracurricular activities, and the integration of technology so that student management remains relevant to the times and the changing characteristics of the student generation. This study also emphasizes that improving the quality of education requires a holistic approach, in which student management serves as the primary driver in balancing academic excellence with character development. Through effective management, schools can build a sustainable educational ecosystem capable of producing graduates who are not only academically excellent but also possess strong character, discipline, social responsibility, and adaptability to change. **Limitation :** This study has several limitations. First, the scope of the study is limited to observations at three schools in Surabaya; therefore, it does not fully represent broader conditions across various regions

or different types of schools. Second, while the use of a descriptive qualitative approach provides an in-depth contextual understanding, it limits the ability to generalize the research findings widely. Third, differences in school culture, resource availability, and technological readiness at each school may influence the implementation of student management differently. Therefore, the results of this study need to be understood within the specific context of the observed research locations. **Future Research** : For future research, it is recommended that a broader comparative study be conducted, involving various levels of education, school types, and geographic regions, and utilizing a mixed-methods approach to achieve a more comprehensive understanding and stronger generalizability. Future research could also examine more specifically digital transformation in student management, student development models based on inclusivity, and the long-term relationship between the effectiveness of student management and graduate quality. Ultimately, academic attention to student management needs to be continuously developed because its effectiveness will increasingly determine the ability of educational institutions to address the complexities of modern education. Thus, student management is not merely an administrative necessity but a key pillar of transformation in building a future of education that is high-quality, competitive, and sustainable.

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