

Implementation of POAC-Based Student Management to Improve the Quality of Educational Services (Analysis of the Implementation of Planning, Actuating, Organizing, and Controlling)

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ABSTRACT

Objective: This study aims to analyze the implementation of POAC (Planning, Organizing, Actuating, and Controlling)-based student management in improving the quality of educational services. Student management is an important aspect in the implementation of education that is oriented towards optimal development of student potential. The POAC approach is used as a systematic framework to ensure that the entire student management process runs effectively and efficiently. **Method:** The research method used is a qualitative approach with data collection techniques through observation, interviews, and documentation. **Results:** The results show that in the planning stage, schools develop a structured student activity program according to educational needs and objectives. In the organizing stage, the division of tasks and responsibilities is carried out clearly between the relevant parties. The actuating stage is carried out through consistent program implementation and involves active student participation. Meanwhile, the controlling stage is carried out through periodic evaluation and supervision to ensure the achievement of objectives. **Novelty:** The implementation of POAC-based student management has been proven to improve the quality of educational services, as indicated by increased student discipline, participation, and achievement. Thus, the application of POAC in student management can be an effective strategy in supporting the improvement of the quality of education in schools.

INTRODUCTION

Education is a fundamental aspect in developing quality human resources. The success of an educational institution is determined not only by the curriculum and teaching staff, but also by how effectively students are managed. Student management is a crucial part of the education system because it encompasses the entire process of providing services, coaching, and developing students' potential from entry to graduation. Good management will have a direct impact on improving the quality of educational services and optimally achieving learning objectives [1].

In its implementation, student management requires a systematic and structured approach. One widely used approach is the POAC (Planning, Organizing, Actuating, and Controlling) concept. This concept emphasizes the importance of thorough planning, effective resource organization, targeted program implementation, and ongoing monitoring. The application of POAC in educational management has been proven to improve service quality and create a more efficient and adaptive management system to change [2].

However, in practice, various problems remain in student management, such as suboptimal program planning, weak coordination between schools, and suboptimal activity evaluation. This impacts the low effectiveness of student programs and the quality of educational services. Research shows that the implementation of POAC-based student management has a significant impact on increasing student participation, interest, and achievement, particularly in extracurricular activities and other school programs [3].

Furthermore, the implementation of structured student management with the POAC approach has also been proven to improve student quality through systematic and sustainable programs. Management, which encompasses program planning, activity implementation, and regular evaluation, is a crucial factor in improving student learning outcomes and achievement. Therefore, consistency in implementing each POAC stage is key to creating effective, efficient, and student-oriented educational services [4].

Based on this background, this study focuses on analyzing the implementation of POAC management functions in student management. This study is expected to provide a comprehensive overview of how planning, organizing, actuating, and controlling are applied in student management and their contribution to improving the quality of educational services in schools. Furthermore, the results of this study are expected to serve as a reference for schools in optimizing student management more effectively and sustainably.

RESEARCH METHOD

This study employs a qualitative approach using a descriptive research design. The qualitative approach was chosen because this study aims to gain an in-depth understanding of the implementation of POAC-based student management (Planning, Organizing, Actuating, and Controlling) in improving the quality of educational services in schools through direct observation of phenomena occurring in the field. Qualitative descriptive research focuses on a systematic, factual, and accurate depiction of the facts, characteristics, and relationships between the phenomena under study without manipulating variables. This approach allows researchers to gain a comprehensive understanding of the social reality and managerial processes involved in student management [5].

The research was conducted at SMP Muhammadiyah 2 Surabaya, an educational institution that implements structured student management in both academic and non-academic activities. The research site was selected through purposive sampling, based on the consideration that the school has a student management system relevant to the research focus, particularly regarding the application of the POAC management functions in student affairs. The purposeful selection of the location aims to ensure that the data obtained is more in-depth, contextual, and aligned with the research needs.

The research subjects consist of the school principal, the vice principal for student affairs, guidance and counseling teachers, homeroom teachers, and several students directly involved in the implementation of student affairs programs. Informants were

selected using purposive sampling, which involves determining data sources based on specific considerations aligned with the research needs. This technique was used because the selected informants were deemed to possess the knowledge, experience, and direct involvement in the implementation of POAC-based student management, thereby enabling them to provide accurate and in-depth information [6].

Data collection techniques were carried out through observation, interviews, and documentation. Observation was used to directly observe the implementation of student management at the school, particularly regarding program planning, activity organization, guidance implementation, and supervision of students. Semi-structured interviews were conducted with key informants to obtain more in-depth information regarding the implementation of the POAC functions in student management. Meanwhile, documentation was carried out by collecting supporting data such as student work programs, school rules, organizational structures, evaluation reports, and other documents relevant to the research. These three techniques are the primary instruments in qualitative research for obtaining valid, comprehensive, and objective data.

The data analysis technique uses the Miles and Huberman model, which consists of three stages: data reduction, data presentation, and drawing conclusions. Data reduction is carried out by selecting, focusing on, and simplifying data relevant to the research objectives. Next, the data is presented in the form of descriptive narratives to facilitate the interpretation and analysis process. The final stage involves drawing conclusions based on the interpretation of the data obtained, resulting in systematic findings that are scientifically sound. Data analysis is conducted interactively and continues continuously until the data reaches a point of saturation [7].

To ensure the validity of the data, this study employed source triangulation and methodological triangulation. Source triangulation was conducted by comparing information obtained from various informants, while methodological triangulation was conducted by comparing the results of observations, interviews, and documentation. These techniques aim to enhance the validity, reliability, and objectivity of the research findings so that the results obtained have a strong scientific basis. Triangulation is a crucial step in qualitative research to ensure that the data collected truly reflect the conditions observed in the field [8].

RESULTS AND DISCUSSION

Results

Based on the results of the observations conducted, the following findings were obtained from interviews with student management using the POAC method at the school. Planning is the first stage of a management process, including in laboratory management. This stage serves as a crucial foundation for subsequent stages. Findings from observations at SMP Muhammadiyah 2 Surabaya indicate that student plans are implemented in a structured and focused manner. This planning is not only reflected in the school's program handbook but is also evident in the various daily guidance activities.

In terms of planning, the school first identifies students' needs and characteristics, whether academic, disciplinary, or socio-emotional. These characteristics are then used as the basis for developing guidance programs, such as fostering a culture of discipline, providing individual counseling to students with family or friendship issues, and organizing religious activities like Dhuha prayer and Quran memorization. Additionally, the school fosters leadership through self-development activities such as public speaking and participation in the IPM organization. How the program is implemented in line with its developmental objectives demonstrates the connection between planning and execution. With thorough planning, the school can provide targeted support, particularly for students requiring special attention. Homeroom teachers, the student affairs department, and other faculty members must collaborate to ensure the program runs smoothly.

The next stage in the POAC model is organizing. In this regard, the principal's primary responsibility is to define the rights and obligations of those in charge of religious activities and school organizations. Observations regarding organization indicate that the school has a clear and well-organized student structure. The principal, the vice principal for student affairs, homeroom teachers, guidance counselors, and extracurricular activity advisors are assigned clear duties. Organization is also evident in how students are grouped, how school activities are arranged, and how rules and regulations are established to create a positive learning environment. With a clear division of roles, programs are implemented in a more focused manner, and there is no overlap of duties.

Observations conducted at SMP Muhammadiyah 2 Surabaya indicate that the student management program at the school is implemented regularly and in accordance with the original plan during the actuating (implementation) phase. Implementation is not merely a formal or administrative process; it is genuinely integrated into the school's daily activities. Students receive assistance and guidance for academic and social-emotional issues, as well as discipline training through attendance policies and school rules. The school also helps students develop self-confidence, communication skills, and leadership potential through public speaking practice and participation in groups. To ensure that every program runs in a focused and targeted manner, effective coordination among educational staff, such as homeroom teachers, guidance counselors, and activity coordinators ensures that these programs run smoothly. The active involvement of these various parties demonstrates that the implementation function is the result of the entire school's collaboration, not just one person. Therefore, student supervision ensures that programs run effectively and have a tangible impact on student development.

In the final stage monitoring at SMP Muhammadiyah 2 Surabaya has implemented a continuous monitoring system that is integrated with the program implementation process during the monitoring phase. Monitoring is conducted through the observation of student activities and program evaluations. In practice, homeroom teachers and guidance counselors play a crucial role in monitoring students' progress in

academics, discipline, and social behavior. School administrators then use the information gathered from these monitoring efforts to inform their decision-making.

Program evaluations are conducted periodically to assess the program's success in addition to daily monitoring. These evaluations focus not only on the final outcomes but also on the implementation process, enabling educational institutions to identify any issues or shortcomings in their work. Furthermore, the evaluation results serve as the basis for future program improvements, adjustments, and development. Systematic oversight helps schools maintain program consistency and ensures that all activities achieve their established goals. This demonstrates that control is essential for ensuring the quality and sustainability of student management in schools.

Discussion

The results of this study indicate that the implementation of POAC based student management at SMP Muhammadiyah 2 Surabaya is carried out systematically and comprehensively at every stage. The application of POAC in educational management transformation is able to bridge the needs of students with the demands of the national education system. The POAC approach, when applied consistently, has proven to create a management ecosystem that is not only administrative in nature but also adaptive to the real needs of students in the field [9].

During the planning stage, the school identifies students' needs and characteristics as the basis for developing student affairs programs. This aligns with the principle of needs based planning outlined in various studies on educational management, which states that thorough and participatory planning is the cornerstone of success for all subsequent management stages [10]. The planning function in POAC based management serves as the starting point that determines the quality of services to be provided to students. The involvement of various parties from the principal and the vice principal for student affairs to homeroom teachers in the development of program plans reflects a collaborative approach that enhances the relevance and effectiveness of the program [11].

The organizing phase implemented at SMP Muhammadiyah 2 Surabaya reflects a clear student affairs structure with a division of responsibilities that avoids overlap. Targeted organization in student affairs management plays a significant role in improving student quality. The systematic division of roles among the principal, the vice principal for student affairs, the guidance counselor, and the homeroom teachers allows each function to be carried out optimally. Good organization has also been proven to prevent coordination gaps, which are often the main obstacle in the implementation of student affairs programs in schools [12].

During the implementation (actuating) phase, the program is actively carried out in the school's daily life, rather than being merely an administrative formality. The discipline building program through attendance policies, public speaking activities, participation in the IPM organization, and individual counseling is a concrete manifestation of the actuation function. The implementation of a structured program that involves the active participation of students has been proven to significantly optimize

students' interests and talents. Solid coordination among educators is the key to the success of this stage, as it is emphasized that effective implementation can only be achieved through continuous cross role collaboration [13].

The controlling phase is carried out continuously through daily monitoring by homeroom teachers and guidance counselors, as well as periodic evaluations that serve as the basis for program improvements. These findings align with research on Facilities and Infrastructure Management, which emphasizes that systematic monitoring is a crucial component in ensuring the consistency and quality of educational program implementation [14]. Evaluation results are not only used to assess final outcomes but also to identify issues in the implementation process so that improvements can be made in a targeted manner. Control measures implemented through periodic evaluation and monitoring ensure the efficient and high quality achievement of educational objectives [9].

Overall, the four POAC stages implemented at SMP Muhammadiyah 2 Surabaya are interrelated and mutually reinforcing. The integration of data driven planning, clear organization, consistent implementation, and comprehensive monitoring reflects a holistic approach to management. Effective student management requires a system that is not only administrative but also capable of accommodating students' individual differences [15]. The tangible impact of this implementation is evident in the increased discipline, participation, and achievement of students in various academic and non academic activities, indicating that the POAC approach makes a significant contribution to the overall improvement of educational service quality [16].

This study also confirms that the success of POAC based student management is largely determined by the commitment of school leadership and the active involvement of all members of the teaching staff. Effective student discipline management requires synergy between institutional policies and personal guidance from all teachers. Furthermore, religious programs such as the Dhuha prayer and Quran memorization (tahfidz), when integrated into student management, reflect a comprehensive character building approach, consistent with research findings on the role of religious program management in fostering students' religious character. Thus, the implementation of POAC in this school addresses not only technical managerial aspects but also the in depth development of students' values and character [17].

CONCLUSION

Fundamental Finding: The results of this study indicate that the quality of educational services at SMP Muhammadiyah 2 Surabaya is highly dependent on how the POAC management functions are consistently implemented in managing its students. Starting from the planning stage, the school has successfully developed a student affairs program plan that is not merely administrative in nature but also takes into account the characteristics as well as the emotional and academic needs of students in the field. This strong planning foundation is then supported by proper organization, where the division of tasks among the principal, the vice principal for student affairs, guidance counselors,

and homeroom teachers is clearly defined and free of overlap, allowing for optimal coordination in student guidance. **Implication:** During implementation, all these plans were realized through consistent, concrete actions, such as fostering religious character through Quran memorization and Dhuha prayer, as well as honing soft skills through the IPM organization and leadership training. Furthermore, the success in managing this school also depends on an adaptive and ongoing monitoring system, where any issues arising during implementation are identified daily through routine monitoring, thereby serving as a foundation for improving future programs. This effective collaboration between sound planning, focused implementation, and rigorous monitoring has yielded tangible results in enhancing student discipline and academic performance across various fields. **Limitation:** Nevertheless, this study acknowledges that its scope is limited because it focuses on only one school; therefore, the findings should be understood within the context of institutions with similar characteristics and cannot be directly generalized. **Future Research:** Therefore, in developing future research, it is recommended to expand observations to various schools with diverse sociocultural backgrounds or to adopt a mixed-methods approach to measure the extent of the quantitative impact of the POAC model on improving the broader education quality index.

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