

# Optimizing Student Management in Improving Achievement and Shaping Student Character

Salman Farizi<sup>1</sup>, Eka Diana<sup>2</sup>

<sup>1,2</sup> Universitas Nurul Jadid – Indonesia

\*Corresponding Author : [mpi.2110900009@unuja.ac.id](mailto:mpi.2110900009@unuja.ac.id)

DOI : <https://doi.org/10.47625/fitua.v6i1.1035>

Article	Abstract
<p><b>Article History :</b>            Received : May, 31, 2025            Reviewed : June, 07, 2025            Accepted : June, 29, 2025            Published : June, 30, 2025</p> <p><b>Keywords :</b>  <i>Character Development,            Student Achievement,            Student Management</i></p>	<p>This study aims to analyze the optimal model of student management that can improve academic achievement while shaping student character in a unified strategy. This study uses a qualitative approach with a case study conducted at Nurul Jadid Junior High School, a boarding school that combines formal curriculum and religious values. Data collection techniques include participatory observation, in-depth interviews, and documentation, which are then analyzed using the interactive model developed by Miles and Huberman. The results of the study indicate that student program planning is carried out systematically based on annual evaluations and student development needs. The implementation of activities involves active teachers as mentors and role models, with the support of flagship programs such as Class Star, Student Star, and character-building activities through religious activities. Evaluations are carried out continuously and are personalized, with the important role of guidance counselors as a bridge between students, schools, and parents. The main finding that constitutes the novelty of this study is the successful integration of academic achievement and character development as a unified goal of student management. A structured, participatory, and values-based management approach has proven effective in achieving holistic education. This study provides practical implications for student management in other schools and encourages the broader adoption of similar strategies.</p>

## INTRODUCTION

Education management is an integral part of effective and efficient education delivery (Zhu et al., 2024). Within its scope, student management plays a strategic role because it directly relates to students as the main subject in the education process (Kalebar et al., 2024); (Ristianah, 2023). Student management includes activities oriented towards managing students from when they are admitted to school until they complete their education. These administrative activities include data recording and class grouping, coaching activities, developing potential, and creating an environment conducive to students' academic growth and character (Sutarto et al., 2024) (Lu, 2024) (Hasnadi, 2022). In the context of national education, the challenges faced by educational institutions are not only limited to improving academic achievement but also to the formation of student character (Dewi et al., 2023). The shifting values in society reinforce this challenge, the rapid development of technology, and the phenomenon of moral decadence among students (Ningrum & Hidayat, 2023). Therefore, a student management strategy that focuses on intellectual, spiritual, emotional, and social aspects is needed. Optimizing student management is necessary to answer these challenges (Choli, 2020); (Marpaung et al., 2023).

The problem that often arises in schools related to student management is that the student development program has not been integrated holistically (Harahap et al., 2024). Many schools focus more on administrative and academic aspects, while character and

personality development tends to be neglected (Herawati et al., 2023). This results in an imbalance between students' cognitive abilities and the character that should be inherent due to the education process. In the long run, this imbalance can reduce graduates' quality and impact the wider social environment (Arifin et al., 2022).

Various previous studies have raised the importance of student management in supporting the education process. First, research by (Uzliva & Fadillah, 2023) shows that structured and data-based student management can increase student participation and discipline in learning activities. Secondly, the study by (Irham et al., 2023) highlights that student management that involves the active role of homeroom teachers and counseling teachers can reduce the number of violations of school rules. Third, the research by (Indrawati et al., 2023) emphasizes that student programs based on religious values have proven effective in shaping student character in religious-based schools. Fourth, the research by (Apiyani, 2024) found that the synergy between student management and curriculum management can encourage sustainable improvement in student achievement. Fifth, findings from research by (Padang et al., 2023) revealed that innovations in student management, such as implementing a digital-based reward and punishment system, positively impact student learning motivation.

However, these five studies still have limitations, especially in looking at the integration between achievement and character building as a unified goal of student management. Most of these studies only emphasize one aspect, achievement or character, without highlighting how both can be managed simultaneously within a comprehensive management framework. This is where the novelty of this research lies. This study offers a holistic approach to optimizing student management that targets improving academic achievement and forming student character as a strategic package in modern education, providing a comprehensive understanding and reassurance in the findings. The urgency of this research is inseparable from the need to respond to the real conditions in the field, where many schools face pressure to produce students who excel academically but also have high moral integrity. The declining discipline, increasing violence between students, and misuse of technology indicate weak control and guidance in student management (Ristianah, 2023). Therefore, innovation is needed in student management that does not only function as an administrative instrument but also as an instrument of character building and continuous achievement (Oktaviani et al., 2024). The findings of this research provide practical insights and recommendations for addressing these challenges, thereby contributing to improving student management practices in educational institutions.

Structured and visionary educational management is the main foundation in designing quality student programs. Effective management gives rise to student programs that are not only academic in nature, but also holistic, covering talent development, leadership, and moral and social values (Subkan, 2025). These programs serve as strategic tools to encourage students to achieve excellence, both in cognitive and non-cognitive areas, while fostering positive, sustainable character development. Thus, this study positions management as the primary driver, student programs as the bridge, and achievements and character as complementary outputs in creating graduates who are intellectually outstanding and morally upright (Dewany et al., 2022; Diana, 2024).

According to E. Mulyasa, student management is the process of managing all activities related to students from the time they enter until they graduate from an educational institution, with the aim of creating optimal, focused, and sustainable learning conditions (Ristianah, 2023; Hasnadi, 2022). This management encompasses planning for the admission of new students, discipline development, potential enhancement, guidance and counseling services, as well as assessment and evaluation of students' academic progress and character

development. With effective student management, schools can create a conducive learning environment, increase student participation in educational activities, and foster independent, responsible, and morally upright individuals (Putri, 2022).

This research aims to analyze an optimization model of student management that can improve academic achievement while shaping student character. The research examines various aspects of student management, including planning, implementation, monitoring, and evaluation of student activities inside and outside the classroom (Poncowati, 2024), inspiring practical solutions and motivating change.

## RESEARCH METHOD

This research uses a qualitative approach with a case study type. The qualitative approach was chosen because this research aims to deeply understand the process of optimizing student management in improving achievement and shaping student character. Case study is used because this research seeks to examine intensively and comprehensively one particular unit, namely student management in an educational institution, with the hope of finding the uniqueness, patterns, and dynamics that occur in it. This research was conducted at Nurul Jadid Junior High School, a private school under the auspices of the Nurul Jadid Islamic Boarding School Foundation. This school was chosen as the research location because it has distinctive characteristics as an educational institution that integrates the formal education system with religious values and pesantren. In addition, Nurul Jadid Junior High School is known as a school that is active in student activities, developing academic achievement and character building through various extracurricular programs and intensive coaching. This uniqueness makes Nurul Jadid Junior High School a representative location to illustrate how student management can be optimized. The choice of location also considers the accessibility and availability of relevant data to support the success of the research. Data collection techniques in this study were carried out through three main ways, namely participant observation, in-depth interviews, and documentation. In analyzing the data, this research uses an interactive model developed by Miles and Huberman, which includes three main stages: data reduction, data display, and conclusion drawing.

## RESULT AND DISCUSSION

Student management at Nurul Jadid Junior High School has been carried out systematically and has significantly improved students' academic achievement and character. The process of optimizing student management is carried out through various strategies that integrate planning, implementing, and evaluating student activities that are not only administrative but also pedagogical and humanistic.

### Planning

Planning is the initial stage in management that plays an important role because it determines the direction and success of the program to be implemented. In the planning aspect, the school, especially the vice principal for student affairs, actively designs annual student programs that are compiled based on the results of the previous year's evaluation. The program includes routine activities such as ceremonies, class management, student discipline, developing students' interests and talents, character building through religious activities, and Basic Student Leadership Training. From the work program documents reviewed, there is a synergy between the school's vision and student activities directed at realizing school citizens who are faithful, knowledgeable, environmentally sound, independent, superior, noble and nationalist.

## Implementation

The implementation of the student affairs program in the field shows strong involvement between teachers, students, and school managerial elements. Researcher observations show that teachers not only act as teachers but also as coaches and companions for students in various activities. One of the interview data shows that student management at Nurul Jadid Junior High School starts from simple but consistent daily habituation. The Vice Principal for Student Affairs stated that “we start from simple habituation, such as congregational prayers, morning roll call, and daily discipline reports. But from there, children's character is formed. The values of responsibility and obedience grow naturally because our environment is consistent” (AI, 2025). Meanwhile, one teacher explained that students' activities in student activities actually have a positive impact on their academic performance. He said that “many children who are active in student councils or extracurricular activities have stable and even improved achievements. Because they learn time management, teamwork, and responsibility (M, 2025) Some routine activities featured at Nurul Jadid Junior High School are Class Meetings and Olympic coaching. Students responded positively to this activity, and observations show increased participation from year to year. As part of the motivational strategy in student management, the school implements a structured reward system to appreciate students' achievements in both academic and behavioural aspects. The two main programs are Bintang Kelas and Bintang Pelajar. The Bintang Kelas program is an award given to students with the best achievements in each class. The assessment in this program is based on various indicators, including the highest rank in the class, attitude and behaviour during learning, and active class participation. This award is given periodically, usually at the end of the semester.

Meanwhile, Bintang Pelajar is a school-level award given to students who demonstrate comprehensive excellence in academic aspects, organization, and personality. The assessment in this program is based on various indicators, including academic and non-academic achievements, activeness in school organizations, discipline, and compliance with rules. This kind of reward has proven to be effective in motivating students to continuously improve their performance and behaviour and inspiring other students to emulate their achievements and good character. The vice principal for student affairs said Bintang Kelas and Bintang Pelajar are not just symbols. It is a form of appreciation for their efforts. The children feel appreciated, and it motivates them to keep doing good.

Furthermore, the character-building program is run through a religious-based approach and pesantren values. Nurul Jadid Junior High School, which is located in a boarding school environment, utilizes the environment to strengthen students' character education. Activities such as good character habituation include Gerdu Berkah (School Environment Care Movement), Markisa Madu (Let's Salaman and Respect Teachers), Budi Terpatri (Culture of Discipline, Order, Neatness, Obedience and Queuing) as well as systematically scheduled routine religious activities, namely speeches on Tuesdays, Diba' recitation on Wednesdays, and istighosah on Thursdays. These activities are reinforced by intensive mentoring from student management, who provide normative teaching and serve as role models in daily behaviour. An interview with the headmaster confirmed that the character formed at Nurul Jadid Junior High School is not only written school rules but is instilled with consistent exemplary behaviour from the educators. This is in line with Ki Hajar Dewantara's motto: *Ing ngarsa sung tuladha, ing madya mangun karsa, tut wuri handayani*. This motto emphasizes that an educator must be able to be an example when in front, raise enthusiasm when in the middle, and provide encouragement when behind.

## Evaluation

The school has implemented a monitoring and evaluation system of monitoring student development regularly. Evaluation is carried out not only on academic aspects but also on attitude, discipline and participation in school activities. Teachers, especially homeroom teachers and counselling guidance teachers, have a central role in student development through direct observation inside and outside the classroom. The counselling teacher actively monitors student behaviour and becomes a bridge of communication between students, subject teachers, and homeroom teachers; it is known that student problem-solving strategies are carried out personally and gradually. For example, when a decrease in learning motivation or behaviour change is detected, the teacher does not immediately give a warning or sanction but first takes an individual approach to understand the background of the student's problem. The counselling teacher said, If there are students whose motivation decreases, I do not immediately rebuke them. I approach them first, talk to them, and slowly explore the problem. Usually, they open up if they feel listened to. After knowing the root of the problem, the counselling teacher develops a solution step that involves students and, if necessary, invites parents to participate in the coaching process so that this approach makes the evaluation process part of coaching, not just supervision.

The results of this study indicate that the optimization of student management at Nurul Jadid Junior High School has made a real contribution to improving student achievement and shaping student character. This finding aligns with the theoretical framework proposed by (Musnaeni et al., 2022), which states that student management is a strategic part of education management because it directly relates to students as the subject of education. Furthermore, student management that is managed optimally can create a conducive learning environment, foster discipline, and develop students' potential as a whole (Poncowati, 2024). One crucial aspect revealed in this study is that the planning of student affairs programs at Nurul Jadid Junior High School is structured, involving an evaluation of the previous year's activities and paying attention to the developmental needs of students. This is in accordance with the results of the research (Ambami et al., 2023), which emphasizes that careful planning in student management directly affects the effectiveness of the implementation of activities and a decrease in the level of student violations. Good planning reflects the school's awareness that student activities cannot be carried out incidentally but must be integrated with the vision and mission of the educational institution (Suswardana, 2022).

The finding that implementing student activities actively involves teachers reinforces the view that implementing student activities involves teachers. (Amilda et al., 2023) state that teacher involvement in non-academic activities is important in student character building. Teachers at Nurul Jadid Junior High School carry out instructional functions in the classroom and become coaches and role models in various activities such as extracurricular activities, religious guidance, and student leadership (Rahmah, 2023). This model aligns with humanistic education, where learning occurs through warm and empathetic interpersonal relationships between teachers and students (Suroso et al., 2023).

Student activities designed at Nurul Jadid Junior High School also show an integrative approach between achievement development and character building (Anam et al., 2024). This is an aspect that has not been studied much in previous research. Most previous studies, such as those conducted by (Sutisna et al., 2024), only emphasize the synergy of student and academic management without highlighting the character dimension simultaneously. The results of this study prove that programs such as extracurricular activities, daily religious activities, Olympic coaching, and Good Character Habituation have a double effect: increasing academic competitiveness while instilling moral and social values such as honesty,

responsibility, and cooperation. In the context of monitoring and evaluation, the system implemented at Nurul Jadid Junior High School also reflects modern management practices based on data and reflection (Poncowati, 2024). The reduction in discipline violations, as monitored in school documents, shows that continuous monitoring accompanied by a personal approach to students can produce positive behavioural changes (Loyz et al., 2024). This is consistent with the study's finding of (Du, 2022), which states that digital data-based evaluation systems can provide quick feedback for education managers when making decisions related to students.

Furthermore, the results of this study show that character building at Nurul Jadid Junior High School is supported by the religious environment and pesantren values (Dora, 2024). Spiritual activities such as congregational prayers, customs, and moral development programs carried out regularly play an important role in shaping students' daily attitudes and behaviour (Mudhofar & Qomari, 2022). This supportive environment is an external factor that strengthens the implementation of student management. This supports the findings of (Sirait et al., 2024), which confirm that the religious approach in student management has high effectiveness in character building, especially in faith-based schools. However, the finding that characterizes and is novel in this study is the successful integration of two main educational goals: achievement and character in a unified student program. Not many previous studies have explicitly highlighted this integrative effort. Most studies only look at the effect of student management on one aspect without linking the two in depth. However, as (Moreira et al., 2020) expressed, A successful education produces not only graduates with high academic scores but also a generation with a strong personality, independence, and readiness to challenge the future.

Another interesting finding is how teachers, especially counselling teachers, play a role as a bridge between students, schools and parents. This function is administrative and key in building students' social-emotional support system (Naba & Nirwana, 2022). When students experience disciplinary or academic problems, the approach is consultative and persuasive, not repressive (Dafrizal & Sarmiati, 2023). This confirms Roger's theory of the client-centred approach, where students are seen as individuals capable of optimal development when given support, empathy, and opportunities to explore themselves (Karunia et al., 2023). However, the results of this study also show some challenges faced in optimizing student management, especially related to the limited number of supervising teachers and the complexity of students' family backgrounds. This challenge is a classic issue in education, as Sallis (2002) stated that human resource factors and external environmental support strongly influence the quality of education management. Therefore, the success of optimizing student management is not solely determined by internal programs but also requires collaboration with parents and the surrounding community (Galorio et al., 2024).

Looking back at the theory of student management, according to Mulyasa, three main pillars become effectiveness indicators: administrative efficiency, successful development of student potential, and fostering morality (Chen, 2024). The research shows that the three aspects have been implemented proportionally in Nurul Jadid Junior High School. Administrative efficiency can be seen from a good documentation and evaluation system. The development of student potential is reflected in the increase in academic achievement and activity participation while fostering morality, which is embedded through religious programs and exemplary teachers (Purnama et al., 2024). Overall, this study confirms that student management that is carried out in a structured, participatory, and value-based manner can become a driving force for the achievement of holistic educational goals (Subkan, 2025). The synergy between the school, teachers, students, and the peer environment creates a learning climate that is not only competitive but also forms a moral and responsible person

(Putri et al., 2023). So, this study not only strengthens previous findings but also broadens the scope of understanding of how student management can be optimized to address the two main challenges of modern education: improving student achievement and character building simultaneously. The findings have important implications for policymakers, school principals, and other educational practitioners to reimagine a more integrative and humanistic approach to student management.

## CONCLUSION

Student management at Nurul Jadid Junior High School, which is carried out systematically through evaluation-based planning, program implementation involving teachers and students, and reflective evaluation, has successfully improved academic achievement and shaped student character. Flagship programs such as Bintang Kelas, Bintang Pelajar, and pesantren-based religious activities have proven effective in instilling values of discipline, responsibility, and motivation to learn. A key finding is the successful integration of academic achievement and character development into a unified program, along with the role of guidance counselors as strategic liaisons between students, the school, and parents. Despite challenges related to human resources and students' family backgrounds, this planned and humanistic management approach has effectively addressed the needs of holistic education today.

For future research, it is recommended that a broader study of the effectiveness of student management in different types of schools be conducted using a comparative approach to gain a more comprehensive understanding of best practices that can be replicated. In addition, quantitative studies that specifically measure the relationship between student programs and student achievement and character indicators can strengthen empirical evidence of the importance of student management in education. Further research could also deepen parental and community involvement in the student development process and explore the role of teacher training in supporting the success of student programs. Thus, the results of this study are expected to be a strategic reference for schools and education stakeholders in designing student management that is more holistic, effective, and relevant to today's educational challenges.

## REFERENCES

- Ambami, N. S., Dini, S. H., & Riyadi, A. (2023). Implementasi Manajemen Kesiswaan Dalam Meningkatkan Kedisiplinan Siswa Kelas VIII MTs Al Falah Kecamatan Tapos Kota Depok. *Transformasi Manageria: Journal of Islamic Education Management*, 4(1), 247–255. <https://doi.org/10.47467/manageria.v4i1.4487>
- Amilda, A., Bujuri, D. A., Uyun, M., Nasrudin, D., & Junaidah, J. (2023). Patterns of Character Education for Vocational School Students through Non-Academic Programs: Paradigm and Implementation. *International Journal of Learning, Teaching and Educational Research*, 22(4), 459–477. <https://doi.org/10.26803/ijlter.22.4.25>
- Anam, N., Degeng, I. N. S., Kuswandi, D., & Sulton, S. (2024). Cycle Model Of Integrative-Interconnective Strategy within Character Learning. *JTP - Jurnal Teknologi Pendidikan*, 26(1), 218–241. <https://doi.org/10.21009/jtp.v26i1.44494>
- Apiyani, A. (2024). Manajemen Kesiswaan Dalam Peningkatan Prestasi Siswa Sekolah Dasar Islam Terpadu. *Jurnal Tahsinia*, 5(3), 406–417. <https://doi.org/10.57171/jt.v5i3.264>
- Arifin, F., Sauri, S., & Koswara, N. (2022). Management Of Strengthening Character Education In Fostering Morals Of Karimah Students At Madrasah Tsanawiyah , Bandung Regency. *International Journal of Educational Research & Social Sciences*, 3(5), 1920–1926. <https://doi.org/10.51601/ijersc.v6i2>

- Chen, M. (2024). Study on the Path of Enhancing the Effectiveness of College Students' Education and Management in the Context of Informatization. *Applied Mathematics and Nonlinear Sciences*, 9(1), 1–15. <https://doi.org/10.2478/amns-2024-0395>
- Choli, I. (2020). Problematika Pendidikan Karakter Pendidikan Tinggi. *Tahdzid Akhlak*, V(1), 57–72. <https://doi.org/10.34005/tahdzib.v3i1>
- Dafrizal, D., & Sarmiati, S. (2023). Penerapan Komunikasi Persuasif Pimpinan untuk Meningkatkan Kedisiplinan dan Motivasi Mahasiswa di STAI-YDI Lubuk Sikaping. *MUKADIMAH: Jurnal Pendidikan, Sejarah, Dan Ilmu-Ilmu Sosial*, 7(1), 180–189. <https://doi.org/10.30743/mkd.v7i1.6754>
- Dewany, R., Firman, F., & Neviyarni, N. (2022). Penerapan Manajemen Layanan Bimbingan dan Konseling dalam Upaya Meningkatkan Mutu Belajar Siswa. *Medan Resource Center*, 2(2), 83–87.
- Dewi, A. C., Az-zahra, P. F., Ilmi, N., Putri, D., & Sari, P. D. (2023). Challenges and Opportunities for Character Education in the Digital Era. *International Journal of Sustainability in Research (IJSR)*, 1(4), 239–248. <https://doi.org/10.59890/ijsr.v1i4.646>
- Diana, D. (2024). Realisasi Kompetensi Manajerial dalam Kepemimpinan Yang Efektif dan Visioner. *ALACRITY: Journal of Education*, 4(2), 64–78. <https://doi.org/10.52121/alacrity.v4i2.306>
- Dora, R. (2024). Penumbuhan Karakter Sosial Santri di Pondok Pesantren. *Madinah: Jurnal Studi Islam*, 11(2), 242–259. <https://doi.org/10.58518/madinah.v11i2.2931>
- Du, Y. (2022). Application of the Data-Driven Educational Decision-Making System to Curriculum Optimization of Higher Education. *Wireless Communications and Mobile Computing*, 2022, 8. <https://doi.org/10.1155/2022/5823515>
- Galorio, I. J. N., Paglinawan Jr., A. J., Z. Mata, J., & Guray, C. B. (2024). Human Resource Management in Education: A Systematic Review. *Asian Journal of Education and Social Studies*, 50(7), 74–92. <https://doi.org/10.9734/ajess/2024/v50i71446>
- Harahap, N. P., Pratiwi, A., Chairunnisa, S., & Handina, F. (2024). Pembangunan Karakter Generasi Emas: Solusi Komprehensif Permasalahan Perilaku Siswa. *Journal on Education*, 06(04), 19514–19522. <https://doi.org/10.31004/joe.v6i4>
- Hasnadi, H. (2022). Manajemen peserta didik pada satuan pendidikan. *Manajemen Pendidikan*, 17(2), 142–153. <https://doi.org/10.23917/jmp.v17i2.20240>
- Herawati, T., Widiyanti, D., & Karim, A. (2023). Character Building Management in Improving Personality Competence Teacher. *Asia-Pacific Journal of Educational Management Research*, 8(2), 49–64. <http://dx.doi.org/10.21742/ajemr.2023.8.2.04>
- Indrawati, D., Nisa, K., Azizah, R. N., Studi, P., Agama, P., & Serpong, S. F. (2023). Penanaman Nilai-Nilai Karakter Religius Pada Peserta Didik Melalui Kegiatan Ekstrakurikuler Keagamaan Organisasi Rohis Di Ma Raudhatul Irfan Lengkong Ulama. *Hartaki: Journal of Islamic Education*, 2(2), 31–40.
- Irham, N. R., Repelita, F., Kembaren, W., & Santoso, D. (2023). Increasing the Effectiveness of Teaching and Learning Process through English Classroom Management Meningkatkan Efektivitas Proses Belajar Mengajar melalui Pengelolaan Kelas Bahasa Inggris. *Lingua Didaktika: Jurnal Bahasa Dan Pembelajaran Bahasa*, 17(2), 172–182. <https://doi.org/10.24036/ld.v17i2.124325>
- Kalebar, R. U., Swetha, S., & Mahadev, A. (2024). Strategic Management in Higher Education: Navigating Challenges and Opportunities. *Journal of Informatics Education and Research*, 4(1), 97–104.
- Karunia, S. A., Saripah, I., & Nadirah, N. A. (2023). Konseling client centered pada siswa underachiever. *Jurnal Fokus Konseling*, 9(1), 24–30. <https://doi.org/10.52657/jfk.v9i1.1910>
- Loyz, M., Florentia, A., Adiwinata, N. J., Putri, S. M., & Septina, E. (2024). The Implementation Of Class Agreements In Strengthening The Discipline Of Elementary

- School Students. *CAKRAWALA: Journal of Citizenhip Teaching and Learning*, 2(2), 152–160. <https://doi.org/10.70489/cakrawala>
- Lu, H. (2024). The Basic Principles of School Mental Health Education. *Journal of Contemporary Educational Research*, 8(2), 272–281. <https://doi.org/10.26689/jcer.v8i2.6041>
- Marpaung, S. F., Sembiring, A. W., & Azzahra, N. (2023). Educational Ethics in Developing Character Learners. *Edumaspul: Jurnal Pendidikan*, 7(2), 5721–5729. <https://doi.org/10.33487/edumaspul.v7i2>
- Moreira, P., Pedras, S., & Pombo, P. (2020). Students' personality contributes more to academic performance than well-being and learning approach—Implications for sustainable development and education. *European Journal of Investigation in Health, Psychology and Education*, 10(4), 1132–1149. <https://doi.org/10.3390/ejihpe10040079>
- Mudhofar, & Qomari, N. (2022). Pembentukan Pendidikan Karakter Santri melalui Kegiatan Keagamaan di PP An Nur 1 Putri Bululawang. *Jurnal Pusaka*, 12(2), 64–76. <https://doi.org/10.35897/ps.v12i2.912>
- Musnaeni, M., Abidin, S., & Purnamawati, P. (2022). Pentingnya Manajemen Strategi Dalam Meningkatkan Kualitas Pendidikan. *CENDEKIA: Jurnal Ilmu Pengetahuan*, 2(2), 98–104. <https://doi.org/10.51878/cendekia.v2i2.1168>
- Naba, Abd. H., & Nirwana, N. (2022). Peranan Guru dan Orang Tua dalam Mengembangkan Sosial Emosional Anak. *AIJER: Algazali International Journal Of Educational Research*, 4(2), 139–150. <https://doi.org/10.59638/aijer.v4i2.369>
- Ningrum, M. K., & Hidayat, N. (2023). Integrasi Materi PAI dalam Upaya Pencegahan Dekadensi Moral di Era Digital. *Pendas: Jurna; Ilmiah Pendidikan Dasar*, 08(03), 2635–2648. <https://doi.org/10.23969/jp.v8i3.11008>
- Oktaviani, D., Kurnia, H., Paryanto, P., Kusumawati, I., & Bowo, A. N. A. (2024). The Relationship between School Rules Implementation and Student Discipline Level. *Sustainable Jurnal Kajian Mutu Pendidikan*, 7(1), 28–36. <https://doi.org/10.32923/kjmp.v7i1.4301>
- Padang, D., Rangkuti, M., Samosir, R. A., Siregar, Y. X. M., & Perangin Angin, L. M. (2023). The Effect of Giving Rewards and Punishment on the Learning Motivation of Class V Students at SDN 101769 Tembung. *Journal of Educational Analytics*, 2(2), 307–318. <https://doi.org/10.55927/jeda.v2i2.4423>
- Poncowati, S. D. (2024). Optimization of School Educational Management: Academic Evaluation and Supervision. *Jurnal Konseling Pendidikan Islam*, 5(1), 76–83. <https://doi.org/10.32806/jkpi.v5i1.114>
- Purnama, E., Marwah, M., Pahutar, E., Parinduri, H. W., & Noprianti, N. (2024). The Role of Character Education in Building Noble Morals in Madrasah Tsanawiyah (A Case Study of Implementation in Grade VIII at MTs Darul Hadist Hutabaringin, Mandailing Natal Regency) Elida. *Alacrity: Journal Of Education*, 4(3), 330–344. <https://doi.org/10.52121/alacrity.v4i3>
- Putri, A. S., Azzahra, F., Rahmah, H., & Anggraeni, L. T. (2023). Relevansi Moral dan Karakter Siswa Sekolah Dasar Ditinjau dari Aspek Kehidupan Sosial. *Jurnal Ilmiah Universitas Batanghari Jambi*, 23(3), 2681. <https://doi.org/10.33087/jiubj.v23i3.4233>
- Putri, M. (2022). Manajemen Kesiswaan Terhadap Hasil Belajar Siswa. *JDMP (Jurnal Dinamika Manajemen Pendidikan)*, 6(1). <https://doi.org/10.26740/jdmp.v6n1.p43-50>
- Rahmah, R. (2023). Peran Guru dalam Membentuk Karakter Religius Siswa. *Journal on Education*, 05(04), 16379–16385. <https://doi.org/10.62196/nfs.v1i1.26>
- Ristianah, N. (2023). Tinjauan Urgensi Manajemen Kesiswaan Terhadap Prestasi Belajar Peserta Didik. *Kartika: Jurnal Studi Keislaman*, 3(1), 1–15. <https://doi.org/10.59240/kjsk.v3i1.28>

- Sirait, P., Tamba, B., & Raharjo, I. (2024). Membangun Karakter Melalui Pendidikan Agama. *Prosiding Seminar Nasional Pendidikan Dan Agama*, 5(2), 2873–2881. <https://doi.org/10.55606/semnaspa.v5i2.2279>
- Subkan, M. A. (2025). Integrasi Teori Manajemen dalam Pendidikan Islam: Perspektif dan Implementasi. *Journal on Education*, 7(2), 11189–11196. <https://doi.org/10.31004/joe.v7i2.8177>
- Suroso, S., Aryati, A., Yenni, T., Putri, S., Yanuarti, E., & Ahmal, A. (2023). Implementation of Humanistic Learning Theory in Islamic Religious Education Learning. *AL-ISHLAH: Jurnal Pendidikan*, 15(2), 1850–1858. <https://doi.org/10.35445/alishlah.v15i2.2211>
- Suswardana, G. (2022). Pelaksanaan Visi dan Misi Sekolah dalam Mewujudkan Kegiatan Belajar-Mengajar Di SDLBN Kedungkandang Malang. *Vocat: Jurnal Pendidikan Katolik*, 1(2), 95–104. <https://doi.org/10.52075/vctjpk.v1i2.33>
- Sutarto, T., Utari, G., Kulkarni, H., & Firmansyah, B. (2024). Student Management in the Special Service Education Program. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 08(02), 392–407. <https://doi.org/10.33650/al-tanzim.v8i2.8272>
- Sutisna, A., Khoriah, A., Juhartono, J., & Norman, E. (2024). Transformational Leadership and Team Synergy in Improving Communication and Collaboration in Educational Settings. *MES Management Journal*, 3(3), 657–667. <https://doi.org/10.56709/mesman.v3.i3.551>
- Uzliva, C. A., & Fadillah, A. (2023). Manajemen Kelas dalam Meningkatkan Motivasi Belajar Siswa. *Thawalib: Jurnal Kependidikan Islam*, 4(2), 83–94. <https://doi.org/10.54150/thawalib.v4i2.235>
- Zhu, Y., Prof, A., & Yulia, A. (2024). The Application Strategy of Flexible Management in the Education Management of Higher Vocational Colleges Students under the New Vocational Education Law. *Education Reform and Development*, 6(11), 267–273. <https://doi.org/10.26689/erd.v6i11.8949>