Students Management at MTs (State Islamic Junior High School) Al-Ikhlas Keban II, Banyuasin, South Sumatra

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Abstract

Students management is a part of education management that is applied in every educational institution. It relates to the organizing and regulating students beginning from the time of their enrollment until their graduation. Hence, it aims to manage learners in terms of all matters and programs to be properly implemented and to meet the goals of the institution.

Keywords: management, students

1. Introduction

We realize that children start learning as they have been born. Parents are indeed their first teachers who teach them either small or big things. Education cannot be separated from human life, because it will shape the mindsets, morals and human behavior to be in line with norms. Good or bad one nation is strongly influenced by the condition of education.

In a formal education, the students are hoped to make positive changes and to gain final objectives namely positive skills, expertise and knowledge. The results of the learning process are reflected in a satisfactory academic achievement, which certainly requires a consistent learning process.

The learning process of every individual is intended to make a shift from ignorance to be intelligence, then to gain competence or knowledge to achieve ideals expected. The results are only possibly measured through an assessment. It will describe how much a learner has reached the target of learning and how much achievement he/she has made.

In relation to that, the government must give a special attention and provide intelligent, prosperous, peaceful and democratic education to the society. Therefore, reforming educational system should always be done to improve its quality and to raise the dignity of the nation and the standard of human life. To achieve these objectives, education should be adaptive to the time changing, and go along with the local norms and laws.

In the perspective of Islam, educational goals cannot be separated from the purpose of human life, which are to worship and devote God, and to reach a happy life in this world and in the hereafter. In a large scale, education is aimed to make learners realize their existence in the world is definitely as *rahmatan lil 'Alamin* (mercy for the world).

In other words, Islamic education has two purposes, 1) to be the true man, as stated by Priyatno (1998: 20), "the true man is a man who is able to create and to obtain pleasure and happiness for themselves and their environment, to develop all his potential optimally (individual aspects), to go side by side with the environment (social aspect), and to take the charges for all deeds in the day of the judgment (the religious aspect) "; and 2) to realize that men are servants of God who go through life with a spirit of devotion (worship) to Allah, either in the form of rituals *('ubudiyah)* and social interaction *(mu'amalah)* (Jalal, 1988: 119 and 3).

Because every learner is unique in character, intelligence, interests, talents, mindset or other capabilities, the educators, especially teachers must prepare themselves with knowledge or psychological competence of learners, so they can carry out their duties adequately and properly. In psychological perspective of Islamic education, learners are individuals with the development and growth according to their own nature. Thus, they require consistent guidance and direction to boost up their optimal natural capability (Iskandar, 2001: 108).

As an educator, a teacher must realize and believe that any differences of students or individuals make many advantages and disadvantages to the learners themselves. Therefore, teachers should explore the potential of

each student in accordance with their interests and talents. The psychological knowledge of children is essential for teachers and other educational workers to help the students to not only develop the knowledge, but also attitude, personality, social and emotional aspects.

Besides, the Educators also have to facilitate students with knowledge, morals, guidance and assistance to cope with various problems, both in learning and in their social life (Bahri, 1996: 76). By doing so, it is expected that students can grow and develop properly in accordance with their potentiality.

As we are talking about good and ideal education, we surely deal with good school and good management as the soul. However, the system of school management will not be successful without the support and the interconnections among the sub-systems. The systems include the areas of curriculum, administrators, students, infrastructure and public relations.

In relation to the issues, the writer tries to discuss a few points among the various components existing in educational institutions. They are name as the student management which is related to the arrangement of learners from the first time they attend to school until they graduate, what and how students are treated to get knowledge and skills, learners' achievements which is covering the percentage of passing the exam and the percentage of being admitted to favorite high school workplace.

The success of students in all aspects of both academic and non-academic fields cannot be separated from the management applied in that school, because it is an absolute requirement in the implementation of education. The education organized with good management and professional staffs will provide a balance among faith, science and mind, so that it will make students tough and professional physically and spiritually. A good educational management that is planned and programmed well will also bring a comfortable climate of study that will supports school to make many achievements.

To achieve the school's objectives, it has to follow five principles i.e. 1) the current regulations must be implemented; 2) students management represents school management as a whole; 3) all forms of management activities are aiming to educate students; 4) students management is organizing to guide students; and 5) student management has to encourage and promote the learners' independence (Tim Lecturer Adm. UPI, 2011: 206).

In short, the above description has given a clue on how important the student management is, therefore the writer assumes that it is very interesting to have a deeper study on this field.

2. Literature Review

2.1 Definition of Students Management

Students management is one of several managements which is implemented in an educational institution. Etymologically, the word management contains two activities that follow i.e. *think* and *action* (Imron, 2011: 4). Management also means the leadership on a group to achieve the goal (Adair, 1993: 4). In addition, the term management means the science or art of governing human resources and other resources effectively and efficiently to achieve certain goals (Malay, 2000: 1). Management also implies an effort to meet the desired objectives by building a conducive work environment which is done by two or more people in an organized group (Burhanuddin, 1994: 15). Therefore, management means managerial activities to regulate the individuals involved in an organization, to enable them contribute their effort and thoughts as optimally as possible in order to achieve the goals.

In relation to education, management means the cooperation process between two or more people in the organized educational unit by utilizing all human resources and other resources towards the achievement of specific educational objectives. Learners or students are learning participants. Learners can also be called students (Language Center of the Ministry of National Education, 2002: 1077). Samsul Nizar (2002: 47) says students are minors and have a number of potential (capability) that can be improved (According to constitution Article 1 paragraph 4 of Law No. 20 of 2003 on the national education system). Meanwhile, according to Abu Ahmadi (1991: 251), students are individuals who requires, assistance, counseling others to be mature, to be

able to carry out his duties as a creature of God, as human beings, as citizens, as members of society and as a person or individual.

From the definitions above, it can be concluded that the learners are people or individuals who receive educational services according to their talents, interests, and its ability to grow and to develop properly, and have satisfaction in receiving lessons given by educators.

On the other sides, students management is defined as structuring and regulating activities related to learners, starts from registration until graduation (Mulyasa, 2004: 46). Meanwhile, according to Suryosubroto (2010: 74), student management is a recording activity which is done from the student's admission record to student' graduation record as they finishes their education at the school. Another definition says that the management of learners is a service that isfocused on the regulation, supervision and service of learners in the classroom and outside the classroom (Lecturer teams of UPI, 2011: 205).

In short, the student management can be formulated as the structuring and regulating activities that starts from the initial process of admission until the latest process of graduation, aimed to make the process of study run smoothly, orderly and well organized.

2.2 The Objectives of Students Management

The general objective of student management is to regulate all things related to students and their activities at school to run smoothly and in order, to achieve the schools' target (Mulyasa, 2002: 46). In addition, student management according to Burhanuddin (1994: 58) aims to give understanding to the whole educational community consisting of students, teachers and employees about the rights and obligations of each unit. The education administrators should provide the needs relating to the implementation of management, such as students' attendance list, the students' record, the table of student' activities to monitor the activities of learner, demerit record book to monitor and control the students' discipline, and some other needs.

Student Management runs under the supervision of a vise principal of student affair. However, the accountability is not only to the principal as a general leader in the education unit, but also given to the parents of learners and society.

Based on Imron (2011: 12), the objectives of student management are as follows:
- To increase knowledge, skills and psychomotor of learners
- To develop intelligence, talents and interests of learners
- To accommodate aspirations, expectations and needs of learners
- To achieve happiness and dreams of students at school

In conclusion, the purpose of students management is to regulate all activities relating to the learners in accordance with the expectations in the field of cognitive, affective and psychomotor of learners, and it is expected to accommodate the aspirations, expectations and needs of learners.

2.3 The Functions of Student Management

Before discussing about the functions of student management in detail, researchers will first explain the general functions of the management. In this case, the management can be functioned as follows:
- Managing human resources, material, finance to reach the goals of organization effectively and efficiently
- Linking organization with the outside environment and responding to community needs
- Developing organization to pursue individual and organizational goals (Fremont, 1995: 7)
- Carrying out certain functions such as setting goals, planning and empowering human resources, organizing, implementing and supervising (Terry, 1993: 10-11)
- Creating interpersonal relationships and information, and reconciling conflict in the organization. The functions of management can be found in all forms of organization (Fayol, 1993: 23) including educational organizations, although the function of education management has a more specific scope

- As a medium for students to develop themselves as optimally as possible, both individually and socially. (Imron, 2011: 12)

By understanding the function of Management in general, it can be assumed that the Management does not just only regulate issues of internal affairs of the organization, but the field of external works as well. This theory is appropriate because the stakeholders of an organization are not only internal members but also outsiders who involve the organization's activities such as parents, society, job field and the later educational institutions. Therefore management serves to connect the interests of each stakeholder.

2.4 *The Principles of Student Management*

There are some principles the school administrators have to obey in conducting student management:
- Since it is a part of general management, it must be done in line with the visions and missions of the general management (Imron, 2011: 13)
- The students always take the first priority for every plan and decision made because they are the subjects not the objects (Barbara, 1993: 179)
- Students are unique in terms of physical appearance, intellectuality, social interaction skill, and social and economic status (Imron, 2011: 13). However, the management may not lead these gaps into conflicts. In relation to these issues, Suharsimi put the differences into some categories based on some aspects influencing them.
  o Biological aspects ; related to physical conditions like tall and short, big and small, colors, immunity, and so forth (Arikunto, 1993: 92). The differences are also related to eyes, ears and body conditions.
  o Intellectual aspects; related to capability in numbering, speech, symbols, recitation and adaptation (Arikunto, 1993: 97). This demands school has to take this into account to set activities and extracurricular, and to select the teacher who will teach.
  o Physiological aspects; related to students' interest and independence instudy (Arikunto, 1993: 103). To know the difference of this aspect ease the school to: 1) select the lesson; 2) to decide the teaching media; 3) create learning condition; 4) put suitable teachers; and 5) expose and train students to esthetical deeds.

2.5 *The Scopes of Students Management*

The scopes of the student management are very wide because it covers all students' intra and extracurricular. Burhanuddin (1994: 54) declared the following scopes:
- The admission procedures of new students which are based on the standards of operation
- Counseling program
- Counseling for study program selection
- Classification of Students
- Students' record
- Planning for extracurricular
- Students' organizations
- Students' mutation
- Learning programs in leisure time

On the other side, Gorton cited in Richard (1997: 255-320) claimed that student management covers:
- Students' discipline
- Ways to handle problems of Students' discipline
- Personal guidance for each students
- Students' activities planning

From the scopes above, student management in an educational unit is set to systematically deal with the following issues:
- Planning for new students
- Students' admission

- Orientation agendas for new students
- Organizing and recording attendance and absence of students
- Classifying students
- The system of evaluation for students
- The system of students' promotion
- The system and the procedures for students' mutation and drop out
- Drafting and regulating code of conduct, reward and punishment for students.

3. Methodology

3.1 Object of Study

The study was conducted in MTs Al-Ikhlas Keban II, located on Jl. Propinsi Mangun Jaya-Ngulak Desa Keban II Kec. Sanga Desa, Musi Banyuasin regency, in academic year 2011/2012.

3.2 Type of Study

This study was a naturalistic one that showed the real, normal and natural condition of the school. The writer was directly involved in every field of management implementation at MTs Al-Ikhlas Keban II that the result was not manipulated, and contained natural descriptions.

3.3 Source of the Data

The source of the data was the result of observation, documentation and interview to 26 teachers, 5 administration staffs, students' parents, surrounded society, students, and also ministry of religion as the top management for madrasah.

3.4 Technique for Collecting the Data

In general, the data could be obtained through three techniques as follows:

3.4.1 Observation

Covers the process of planning for student, admission, orientation for new students, students' attendance, students classification, evaluation, students' promotion, code of conduct, punishment and reward, and etc.

3.4.2 Interview

Is a kind of technique in which the data was obtained through question and answer, or dialogue conducted systematically to gain the accurate ones. In this study, the interview was done to all units of school i.e. the principle, the vises, teachers, administrators, the head of school committee, the chairman of student board and parents. The topics of the interview were about planning for student, admission, orientation for new students, students' attendance, students classification, evaluation, students' promotion, code of conduct, punishment and reward and etc

3.4.3 Documentation

In this study, the writer collected all documents related to students' admissions such as procedures, schedules, letter of decree from the principle, registration forms, examination cards, students' record book format and student's demerit record. In addition, the writer also documented the records of school history, geographic condition, infrastructures, school and teachers' profiles, and all things, which were not covered in interview and observation.

In this study, the data were collected in two forms i.e. .direct data which was related to the result of interview, observation and documentation. Then, indirect data in which obtained from alumna and society.

3.5 Technique for Analyzing the Data

Having obtained the data, the writer analyzed them using Miles and Huberman as follows:

3.5.1 Data Reduction

Three areas to be reduced; the first is reducing the data related to the study such as procedures, system, criteria, drawbacks of student admission. The second is the ones related to objectives, schedules, students' attendance and punishment of new students' orientation.

In terms of students' classification, it is important to remember whether the classification is conducted based on similarities or differences, or used both. In relation to evaluation, the types and the benefit are prominently put into account. In terms of students' mutation and code of conducts, they must be matched with the condition, and then the unnecessary ones are throw away.

3.5.2 Data Display

Displaying data was commonly written in form of narrative. It dealt with all issues in the field and problems of the study.

3.5.3 Conclusion Drawing

The third steps of the study was drawing conclusion about the implementation of student management. However, the conclusion made was still temporary, because it can be revised if new facts were eventually obtained. All conclusions had to be made to get the valid data. The verifications covered all aspects mentioned in advanced.

4. Discussion

4.1 Planning for New Students

Based on the result of interview with Mr. Suhairin, the Principle of MTs Al-Ikhlas Keban II and a teacher and a staff namely, Mr. Jusroh, Mrs. Sumiati, it was known that good planning for new students must exist in education unit as a part of student management. Its absence will affect to the implantation of the management at school. It also has to contain assumption, scheduling and budgeting program.

The chairperson of the school committee, Mr.Yasak and some other teachers like Jusroh, Mariati, Sri wahyuni, Marsiam, Muslimin and SUlastri stated that all activities and agendas in their madrasah were always referred to the early arranged programs. However, what to be paid more attention by the madrasah was scheduling the academic calendar, because some agendas were occasionally not carried out optimally due to the obscured timetable.

In planning for new students, the madrasah had taken four appropriate steps, which were planning, programming, scheduling and budgeting. However, the madrasah census was never conducted in specific way because it was assumed to have been included in agendas of planning for new students.

The capacity of madrasah was not specifically stated in the planning because the number of student admitted was calculated based on the average of students accepted to the school annually. The number of students in every class referred to the regulation of ministry of education and ministry of religion affairs num. /VI/PB/2011 and num. MA/111/2011T about new students enrollment, verse 8, stating that the maximum number of students in one class is 40 students. Hence, based on the vise principle of MTs Al-Ikhlas, Mr. Armin and some teachers, Khodijah, saibun, sri rahmi and Aan Anila, the average number of students in every class in the madrsah was 20 to 30, and the biggest one was 35.

Overall, all aspects dealt with planning for new students in the madrasah had been done well. It was shown by synchronized system of planning, objectives, organizing and budgeting that were implemented in good order in the madrasah.

4.2 New Students Enrollment System in MTs Al-Ikhlas Keban II

The record of interview, on april 20th, 2012, showed that the madrasah had had a special regulation regulating the system for new students enrollment. It was set specifically to be the guideline in admitting new students. In addition, the principle also added that another aspects like the capacity of the madrasah, budgets, infrastructure and utilities were also put into considerations.

Besides, the respondents mostly agreed that the first thing to do in the madrasah in terms of the enrollment was forming the committee. It was proven by the letter of decree from the principle number 98/MTs/KBN/VI/2011 on June 13th 2011 stating the names of the committee for the enrollment activities. Then the principle as the head of the committee invited all members for a meeting. The committee then announced the schedule of enrollment and some requirements the candidates had to submit such as certificate of elementary school, medical report from a doctor, photos, and letter of birth and free criminal record from police officer.

There were two systems used in recruiting new students, the first was promotion system, in which there were 60 students registered but only 40 were passing up. The second one was selection system which demanded students to go through a series of tests namely administration, academic test. There were 127 students joining this test but only 60 who succeeded.

In running the academic test, the madrasah asked the candidates to recite 10 letters of the last chapter of Holy Qur'an, some points in prays and performing a pray. Then the applicants would be ranked based on the result to decide who would be accepted as new students of MTs Al-Ikhlas.

Academically, the madrasah prepared some tests to be given to the candidates. The one who could exceed the minimum standard (60), recite the 10 letters of Al Qur'an and fulfill other criteria would pass the test and accepted.

Having announced the result of the test, the candidate had to re-register and hand out some documents before the deadline; otherwise, their position would be taken over by other applicants, except they could give a reasonable reason for their late registration.

In short, the sequence of enrollment procedures in MTs Al-Ikhlas clearly indicated that the management was implemented appropriately in that school.

4.3 Orientation of new students in MTs Al-Ikhlas Keban II

An interview with Mr.Suhairin and Armin Lianto, the principle and the vise, on April 20th 2012 indicated that orientation of new students was carried out to introduce the school and its condition to the new students. It was expected that they would know the stake holders, the infrastructures like labs, library, canteen, etc., the school regulation, teachers, their seniors and some other aspects at school. The student board spokesman said on april 21th, 2016, that the orientation in academic year 2011/2012 had run smoothly and successfully in line with the purpose of the program.

4.4 The Regulation of Students' Attendance

Academic regulation in MTs Al-Ikhlas, Number : 015/MTs Al-Ikhlas/SK/I/2011 on January 16th, 2011, verse 12, cited that the students could only be promoted to the higher level if they could reach or even exceed the minimum standard score on each subjects. The number of failure on lesson was not more than three subjects. In addition, their average of class attendance was higher than 80%. Therefore in the madrasah, according to Mr. Suhairin (the vise on students affairs), the written regulation became the real guideline in taking the policy toward the students' promotion.

The punishment or sanctions had also been set up toward the students who failed to fulfill the minimum percentage of classroom attendance. One of the punishments, for example, which was given to the students being absent for more than three days, was a letter of warning or a call to parent. If it kept going on, the students would get the second warning and not allow to be at school for three days. Then, at last, they would be dropped out from the school if the demerit was still ongoing.

For some students who had a financial difficulty, the madrasah granted them scholarship the school would send the representatives to their house to make sure that the students really came up from an unfortunate family.

4.5 The Classification of Students

In madrasah, based on an interview on April 20th, 2012, students were classified based on their similarities in terms of their achievement. However, it was occasionally done in accordance with their differences. The smart ones mixed with the slow learning ones to give them more opportunity to inter act one another and to do more peer teaching.

On another hand, the students with the same interest and talent were also put together in one class. It referred to a wise word saying that birds with same feather flock together. They could possibly mingle one another more easily because they had something in common with, and it would make them more enthusiastic in following their study in their class.

4.6 Students' Evaluation in MTs Al-Ikhlas Keban II

The record of interview indicated that MTs Al-Ikhlas applied some types of evaluation during and after the process of learning. The first type was formative evaluation which was given to the students at the end of every unit of a lesson. The second one was summative that was done after finishing one lesson. Those evaluations might be assigned regularly to students to know their progress. However, in the classroom, the teachers in that school often faced problems in terms of time management; therefore, summative test was hardly given to students.
Overall, students' evaluation had been conducted well in the madrsah. It had fulfilled the criteria and used the appropriate methods. The school also had given additional program such as remedial, enrichment and peer-teaching program to students.

4.7 Students Promotion System in MTs Al-Ikhlas Keban II

The writer interviewed the principle and some class guardians about the criteria for students' promotion to the higher level. It was obtained that the promotion system referred to three points i.e. students good achievement, adequate period of time and the percentage of students' attendance. In the Madrasah, the student would certainly go up to the higher level if they could fulfill the minimum standard of the points.

4.8 The System of Mutation and Drop Out Prosedure in MTs Al-Ikhlas Keban II

Mutation and drop out were very common issues at school. Therefore, they should be handled professionally to avoid problems. In MTs Al-Ikhlas Keban II, mutation and drop out were regulated adequately through a letter of regulation Num. 017/MTs Al-Ikhlas/SK/I/2011 stating that the students who had made a big demerit would be dropped out from the school. They had to find other school to continue their study after getting the recommendation from the madrasah.

Meanwhile, the vise and some teachers said that there were two kinds of mutation in their school. Internal mutation was the one dealt with the shift of a student from one class to another parallel class. It usually occurred twice at the beginning and in the middle of academic year. The Madrasah organized it on purpose just to give a refreshment to students with their new friends. On the other hands, External mutation related to the transfer of students from one school to another parallel school. The data showed that during the year of 2000 to present, there had been 6 students moved from the school because they had to follow their parents working out of town, 4 students took mutation because of personal reasons. In addition, some others resigned because they could not take the heavy burden of study at school.

4.9 Codes of Conduct, Punishment and Discipline of Students in MTs Al-Ikhlas Keban II

There were two regulations in MTs Al-Ikhlas Keban II stating about codes of conduct, punishment and discipline of students. They were the principle's decree num. 015/MTs Al-Ikhlas/SK/I/2011 dated on January 16th , 2011 about academic regulations, and the principle's decree num 017/MTs Al-Ikhlas/SK/I/2011 January 16th, 2011 about school regulation. If the cases occurred was not yet mentioned in the regulations, the action which would be taken by the school was adjusted with the similar issue stated in them, and to be brought to the school board for further discussion.

The principle claimed that the school board in a very tough discussion had formulated the regulation. The signature of the principle authorized the result of the discussion, and then it officially became the written rules in the madrasah. All kinds of demerits were put into three categories namely small, medium and big. And all punishments or warnings that were given to students were not intended to scare or to disgrace them, but to educate them to be better instead.

By referring to the result of observation, record and interview, it was obtained that implementation of student management in MTs Al-Ikhlas Keban II had been done very well. All components, started from planning, enrollment, orientation, classification, promotion and evaluation until mutation and drop out system had ran based on the concepts and the goals although some obstacles were still found in some cases. But overall everything ran smoothly and effectively.

5. Conclusion

Student management will go well, if an educational institution can apply the objectives, principles, functions and scope of learners with good management. The institution has also to exploit the potential, relationships and access available. All elements are important because not all institutions have a complete infrastructure and can support the learning process. Therefore, a good education institution is the one that can utilize existing resources to support the learning process.

Some issues related to the purpose and function of students management seems to have done well. So that the public interest to send their children to MTs Al-Ikhlas Keban II was very high. The number of students in that school surely showed that the management might have been set and implemented very well. It was conducted along with the high expectation of students' parents who sent their children to be educated properly and professionally.

However, with such a big number of people sending their children there, there certainly might be a good management which supported it, and also requiring extra work for services provided in line with expectations. The school might have an innovation in organizing participants that the students could achieve the expected goals.

A part from that, all relevant elements had to work hand in hand and play an active role for the success of the vision, mission and objectives of the madrassah, A headmaster could not implement anything on its own without any support from other stake holders and people's awareness in reaching the goal. Those were the keys of success of MTs Al-Ikhlas Keban II. Everything had been running well and everyone worked based on their job descriptions. Then, no wonder the result was satisfying.

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