

Implementation of Student Management to Improve the Quality of Islamic Educational Institutions

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ABSTRACT

This study aims to analyze the implementation of student management in improving the quality of Islamic educational institutions. The study used a descriptive qualitative approach and was conducted in one of the elementary Islamic educational institutions in Palangka Raya City with the subjects of the principal, teachers, homeroom teachers, guidance and counseling teachers, and students. Data were collected through observation, interviews, and documentation, then analyzed using the interactive model of Miles and Huberman with triangulation of sources and techniques. The results of the study indicate that student management is implemented systematically and based on Islamic values through the process of accepting new students, student placement, moral and discipline development, Islamic guidance and counseling services, self-development through extracurricular activities, and orderly administrative management, thus having a positive impact on the creation of a conducive learning environment, the formation of religious character, increased discipline, and improving the quality of Islamic educational institutions.

Keywords: Student Management, Islamic Education, Quality of Educational Institutions.

ABSTRAK

Penelitian ini bertujuan menganalisis penerapan manajemen peserta didik dalam meningkatkan kualitas lembaga pendidikan Islam. Penelitian menggunakan pendekatan kualitatif deskriptif dan dilaksanakan di salah satu lembaga pendidikan Islam tingkat dasar di Kota Palangka Raya dengan subjek kepala sekolah, guru, wali kelas, guru bimbingan dan konseling, serta peserta didik. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, kemudian dianalisis menggunakan model interaktif Miles dan Huberman dengan triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa manajemen peserta didik diterapkan secara sistematis dan berbasis nilai-nilai Islam melalui proses penerimaan peserta didik baru, penempatan siswa, pembinaan akhlak dan kedisiplinan, layanan bimbingan dan konseling Islami, pengembangan diri melalui kegiatan ekstrakurikuler, serta pengelolaan administrasi yang tertib, sehingga berdampak positif terhadap terciptanya lingkungan belajar yang kondusif, pembentukan karakter religius, peningkatan kedisiplinan, dan peningkatan mutu lembaga pendidikan Islam.

Kata Kunci: Manajemen Peserta Didik, Pendidikan Islam, Mutu Lembaga Pendidikan.

INTRODUCTION

Student management is a crucial component in the implementation of education, particularly in Islamic educational institutions, which are responsible not only for transferring knowledge but also for developing students' personalities and noble morals. Good student management is the foundation for creating a conducive, orderly learning environment aligned with Islamic values.¹ In the context of Islamic education, student management extends

¹ Fitriya Dwi Mutrikah and Muhammad Ghafar, "Manajemen Peserta Didik Dan Peran Organisasi Pelajar Dalam Memperkuat Karakter Religius Siswa," *EDUMANAGERIAL: Journal of Islamic Education Management*

beyond administrative activities such as data recording or attendance management, but encompasses holistic student development.² This development encompasses academic, social, spiritual, and moral aspects, which are integrated into all educational activities at the school or madrasah.

Student management encompasses a series of integrated activities from the admission of new students to the graduation process, aimed at ensuring optimal and sustainable student development. These management stages include student admission planning, student placement according to their abilities and characteristics, discipline development through various habituation programs, guidance and counseling services as a form of academic and non-academic assistance, and comprehensive evaluation of student development.³ Farid, (2024) emphasized that in the context of Islamic educational institutions, student management is not only oriented towards academic achievement, but also emphasizes the development of spiritual and moral values.⁴ Therefore, the student admission process considers not only academic ability, but also the spiritual and moral readiness of prospective students as an effort to maintain value alignment between students, families, and school culture. This approach aims to create a religious, conducive educational environment and support the process of internalizing Islamic values consistently in school life, so that student management functions as a strategic tool in forming students who are knowledgeable, have noble character, and are responsible.⁵

Several previous studies have discussed student management in educational institutions. Research generally shows that effective student management contributes positively to improving discipline, learning achievement, and school climate. Some scholars emphasize that planning student admissions, organizing extracurricular activities, and providing counseling services are important elements in supporting student development. In Islamic educational institutions, previous studies also highlight the role of religious habituation programs, character education, and teacher role models in shaping students' morals and discipline. These findings indicate that student management has both administrative and developmental functions.

However, previous studies mostly focus separately on administrative effectiveness, academic achievement, or character-building programs. Only a limited number of studies comprehensively examine student management as an integrated system that combines academic, disciplinary, spiritual, and moral development simultaneously in Islamic educational institutions. In addition, empirical studies discussing obstacles in implementing student management such as inconsistent discipline coaching, weak internalization of Islamic values, and limited mentoring roles of teachers and homeroom teachers are still relatively

04, no. 01 (2025), <https://doi.org/10.21154/edumanagerial.v4i1.4697>

² Ahmad Irfan Mustafa et al., "Manajemen Peserta Didik Di Lembaga Pendidikan Islam," *Sagita Academia Journal* 3, no. 2 (2025), <https://doi.org/10.62083/intifa.v1i3.69>.

³ Wardah Sahrani Sibarani et al., "Kegiatan Manajemen Peserta Didik Di Sekolah," *Journal on Education* 05, no. 03 (2023): 5849–61.

⁴ Farid Azhar, "Manajemen Pembinaan Peserta Didik Dalam Meningkatkan Disiplin Dan Karakter Di Sekolah," *JURNAL MADAKO EDUCATION* 10, no. 1 (2024): 27–33, <https://doi.org/10.56630/jme.v10i1.1454>.

⁵ Umi Hanifah and Syarif Maulidin, "Peran Pendidikan Agama Islam Dalam Membentuk Karakter Religius Peserta Didik," *KHAZANAH: Jurnal Studi Ilmu Agama, Sosial Dan Kebudayaan* 1, no. 1 (2025).

scarce. This condition shows a clear research gap regarding how student management based on Islamic values is implemented holistically in practice.

Appropriate student placement and guidance allows teachers to tailor learning strategies, methods, and approaches to the characteristics, abilities, and needs of individual students.⁶ In this regard, teachers and homeroom teachers play a strategic role as mentors who not only focus on monitoring academic achievement but are also responsible for fostering the ongoing moral and spiritual development of students. Moral and discipline development is a key characteristic of student management in Islamic educational institutions, as education is directed not only at mastering knowledge but also at developing personality based on Islamic values. Through the habituation of worship, the implementation of religious activities, the example of teachers, and the consistent enforcement of school regulations, Islamic educational institutions strive to instill the values of honesty, responsibility, discipline, and mutual respect as an integral part of student character education.⁷

However, empirical reality shows that the implementation of student management in several Islamic educational institutions still faces various obstacles, preventing it from running optimally and in an integrated manner. Various problems remain, such as inconsistent student discipline development, the strengthening of morals and spiritual values that have not been fully internalized in students' daily behavior, and the implementation of student management that tends to focus solely on administrative and academic aspects. Furthermore, the role of teachers and homeroom teachers in holistically mentoring students has not been fully maximized due to limited structured and sustainable development programs. This condition indicates a gap between the ideal concept of student management based on Islamic values as proposed in theoretical studies and its practical implementation in Islamic educational institutions.

Thus, the implementation of targeted student management based on Islamic values significantly contributes to improving the quality of Islamic educational institutions. Effective student management not only improves student learning outcomes but also plays a crucial role in shaping students' personalities with noble character, religiousness, discipline, and responsibility. Through integrated student management encompassing academic, spiritual, and character aspects, Islamic educational institutions are able to prepare a generation that is not only intellectually intelligent but also morally and spiritually prepared to face the challenges of modern development.

METHOD

This study employed a qualitative approach with a descriptive approach, aiming to gain a deeper understanding of the application of student management in improving the quality of Islamic educational institutions, particularly in the academic, spiritual, and character

⁶ Ariliani Tiara, Cheseda Eklys Makaria, and Suryo Putro Hendro Yulius, "Peran Wali Kelas Sebagai Guru Pembimbing Dalam Implementasi Kurikulum Merdeka: Gambaran Di Sekolah Dasar," *Journal of Education Research* 5, no. 4 (2024).

⁷ Rusli, Muhammad Tang, and Sakkirang Mappatunru, "Keteladanan Guru Dan Moralitas Peserta Didik Studi Guru Pendidikan Agama Islam Di SMP IT Insan Cendekia Makasar," *Jurnal Ilmu Pengetahuan* 4, no. 4 (2024), <https://doi.org/10.51878/cendekia.v4i4.3551>.

development of students. The study was conducted at an elementary-level integrated Islamic educational institution in Palangka Raya City. Subjects included the principal, teachers, homeroom teachers, guidance and counseling teachers, and students, selected purposively, considering their direct involvement in student management at the institution.

Data collection techniques included observation, in-depth interviews, and documentation. Observations were used to observe the implementation of student management in learning activities, religious practices, and student discipline, while interviews sought information related to the planning, implementation, and evaluation of student management. Documentation was used to review student administrative data, school programs, and student progress reports. Data analysis employed the Miles and Huberman interactive model, which includes data reduction, data presentation, and conclusion drawing.⁸ Data validity was maintained through triangulation of sources and techniques to ensure data accuracy and relevance to field conditions.

RESULTS AND DISCUSSION

Implementation of Student Management Based on Islamic Values

The research results show that student management at one of the elementary-level integrated Islamic educational institutions in Palangka Raya City has been implemented systematically, planned, and based on Islamic values, which are the institution's primary identity. Student management is not understood merely as an administrative activity, such as data recording or attendance management, but rather as a continuous and comprehensive student development process. This process includes the stages of accepting new students, student placement and grouping, moral and discipline development, academic and non-academic potential development, and evaluation of student development. This approach shows that Islamic educational institutions strive to integrate cognitive, affective, and psychomotor aspects within a single integrated student management system.

Interviews with teachers revealed that student management planning and implementation are geared toward creating a balance between academic achievement and Islamic character development. Teachers emphasized that all student programs are structured with Islamic values in mind as the primary foundation for shaping students' personalities. In practice, teachers serve not only as instructors in the classroom but also as mentors and role models, instilling the values of discipline, responsibility, honesty, and religious attitudes. Through teachers' active involvement in student development, the educational process is oriented not only toward learning outcomes but also toward the formation of noble morals reflected in students' daily behavior.

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⁸ A. Miles, Matthew B., Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis: A Methods Sourcebook*, 2014.

mentors and role models, instilling the values of discipline, responsibility, honesty, and religious attitude.⁹ Through teachers' active involvement in student development, the educational process is oriented not only toward learning outcomes but also toward the formation of noble morals reflected in students' daily behavior.

Khasanah and Dwi's (2023) perspective emphasizes the importance of holistic student management as a strategic effort to improve the quality of educational institutions.¹⁰ Integrated and consistent student management can create a conducive learning climate, improve the quality of interactions between teachers and students, and support the achievement of Islamic educational goals. Therefore, implementing Islamic-value-based student management not only plays a role in improving academic achievement but also contributes to developing students with Islamic character and preparedness to face the challenges of modern development.

Student Admission and Placement

During the new student admissions process, one of the integrated Islamic elementary schools in Palangka Raya City implements a comprehensive selection system that focuses not only on academic ability but also on the spiritual readiness and morals of prospective students. This selection process includes a Quranic reading test as an indicator of basic religious ability, as well as interviews with parents aimed at ensuring alignment of values and vision between the family and the educational institution. Rizal (2025) argues that this approach demonstrates that Islamic educational institutions pay close attention to the alignment of Islamic values between home and school, thus creating a solid foundation for developing students' character from an early age.¹¹

Interviews with teachers revealed that the primary goal of this selection process is to maintain and strengthen a school culture that is religious, conducive, and in line with Islamic values. Teachers explained that early parental involvement is crucial, as it helps build effective collaboration between families and schools in educating students. This collaboration ensures that the Islamic values implemented in schools align with parenting styles at home, allowing students to easily adapt and develop holistically. From the students' perspective, they revealed that the initial process of entering school familiarized them with the Islamic rules, regulations, and customs implemented in the school environment. This facilitated their adjustment to the new learning environment and supported the development of character consistent with Islamic values.

Following the admission process, student placement is carried out meticulously based on various considerations, such as academic ability, Quranic recitation ability, character, interests, and learning styles. Teachers and homeroom teachers play an active role in

⁹ Anya Nathania Kani Putri, "Kondusifitas Lingkungan Sekolah Dan Budaya Sekolah Dalam Meningkatkan Motivasi Belajar Peserta Didik (Sebuah Kajian Konseptual Sebagai Panduan Bagi Peneliti)," *JPKN: Jurnal Pendidikan Dan Kebudayaan Nusantara* 3, no. 1 (2025), <https://doi.org/10.38035/jpkn.v3i1>.

¹⁰ Daniatun Khasanah and Danang Prasetyo Dwi, "Manajemen Kesiswaan Dalam Upaya Meningkatkan Prestasi Akademik Dan Non Akademik Peserta Didik," *Al-Fabim: Jurnal Manajemen Pendidikan Islam* 5, no. 1 (February 27, 2023): 155–72, <https://doi.org/10.54396/alfahim.v5i1.484>.

¹¹ A. Rizal and Makmur, "Pendidikan Karakter Berbasis Islam: Studi Literatur Terhadap Konsep Dan Implementasinya Di Lembaga Pendidikan," *Indonesian Research Journal on Education* 5, no. 2 (2025), <https://doi.org/10.31004/irje.v5i2.2520>.

grouping students so that the learning process can run effectively and be tailored to each student's individual needs. Appropriate placement allows teachers to implement more varied and responsive learning strategies to students' differing abilities, thus creating an inclusive and conducive learning environment. Appropriate student placement can enhance learning comfort, encourage active student participation, and increase the effectiveness of classroom learning.¹² Thus, the student admission and placement system implemented by Islamic educational institutions serves not only as an administrative mechanism but also as a pedagogical strategy that supports the achievement of the overall goals of Islamic education. This approach ensures that each student receives an optimal learning experience, tailored to their potential and needs, thus promoting balanced academic and character development.

Moral and Discipline Development for Students

Moral and discipline development is a crucial aspect of student management in Islamic educational institutions. This development is not merely positioned as a supporting activity, but rather a core part of the educational process, aimed at shaping the students' personalities holistically. These development efforts are realized through various religious habituation programs that are implemented routinely and structured, such as congregational Dhuha and Dhuhur prayers, Quranic recitation, morning dhikr (recitation of the Koran), and the practice of greetings, politeness, and Islamic etiquette in daily life within the school environment. Through these activities, moral values and discipline are instilled continuously, becoming ingrained habits within the students.¹³

Based on interviews with teachers, religious practices are consistently implemented as a primary strategy in shaping students' character. Teachers explained that congregational worship activities not only foster discipline but also foster a sense of responsibility and togetherness among students. Teachers also reported significant behavioral changes, such as increased politeness in speech, adherence to school rules, and students' awareness of fulfilling obligations without constant reminders. This demonstrates that ongoing moral development can have a positive impact on student behavior.

From the students' perspective, they revealed that the daily communal worship activities taught them discipline and respect for time. Students also stated that practicing Islamic greetings and etiquette helped them develop mutual respect for both teachers and their peers. The religious and orderly school environment made students feel more comfortable and safe, and motivated them to behave in accordance with Islamic values in their daily lives.

This approach to moral and discipline development aligns with the concept of Islamic character education, which emphasizes the importance of integrating the values of faith, worship, and morals into all educational activities.¹⁴ Furthermore, the implementation of this development aligns with the goals of national education as stipulated in Law of the

¹² Priska Aprilia, "Cara Penanganan Siswa Berkemampuan Di Atas Rata-Rata Dan Rendah," *Journal of Knowledge and Collaboration*, no. 7 (2024), <https://doi.org/10.59613/6q3akf79>.

¹³ Wiranto, Abdul Rahmin, and Muhammad Nurdin, "Implementasi Pembinaan Akhlakul Karimah Peserta Didik Di Lingkungan Sekolah," *Professional: Jurnal Pendidikan Keagamaan* 1 (2025).

¹⁴ Muhammad Iqbal et al., "Relevansi Pendidikan Karakter Dalam Konteks Pendidikan Islam: Membangun Generasi Berkarakter Islami," *Indonesian Research Journal on Education* 4, no. 3 (2024), <https://doi.org/10.36989/didaktik.v1i03.8169>.

Republic of Indonesia Number 20 of 2003, which emphasizes that education aims to develop the potential of students to become individuals who are faithful, pious, and have noble character.¹⁵ Therefore, the development of morals and discipline in Islamic educational institutions is the main foundation for creating a generation that not only excels academically but also possesses strong character and morals.

Developing Student Potential through School Activities

Developing student potential is a key focus in student management at Islamic educational institutions. This effort is carried out through various extracurricular activities designed in a focused and sustainable manner. Activities such as Quran memorization, hadrah (recitation of the Quran), scouting, Islamic arts, and sports are provided as a platform for students to positively channel their interests and talents. Through these activities, schools strive not only to develop academic abilities but also to address non-academic aspects as an important part of developing students' overall personality.

Based on interviews with teachers, extracurricular activities play a strategic role in developing students' self-confidence and sense of responsibility. The teacher explained that each activity is designed with a clear objective, accompanied by consistent guidance so that students can develop their potential optimally. Through active involvement in group activities, students are trained to work together, respect differences, and learn to comply with established rules. The teacher also added that students who actively participate in extracurricular activities tend to demonstrate more self-confidence, independence, and responsibility, both inside and outside the classroom.

Students themselves expressed that involvement in extracurricular activities provided a fun and meaningful learning experience. They felt more confident in public speaking, especially in activities involving artistic performances, competitions, or scouting. Furthermore, students stated that extracurricular activities helped them recognize their potential, hone their social skills, and build closer relationships with their peers. The relaxed yet focused atmosphere of the activities motivated students to actively participate and develop their talents.

This approach to developing potential through extracurricular activities aligns with Erikson's (1968) theory of psychosocial development, which emphasizes that elementary school-aged students are in the industry versus inferiority stage of development.¹⁶ At this stage, students need opportunities to demonstrate their abilities, gain recognition, and experience success in various activities. By providing a variety of extracurricular activities tailored to students' interests and talents, Islamic educational institutions support the balanced development of identity, self-confidence, and social skills. This demonstrates that developing student potential through school activities plays a significant role in creating a superior generation with character and preparedness to face future challenges.

Student Administration and Its Implications for Institutional Quality

¹⁵ Alfa Rohmatin et al., "Pendekatan Religius Dan Psikologis Dalam Mengatasi Dekadensi Moral Peserta Didik Di Sekolah Berbasis Islam," *Jurnal Manajemen Dan Pendidikan Agama Islam* 3, no. 6 (2025), <https://doi.org/10.61132/jmpai.v3i6.1585>.

¹⁶ Naila Tsakinah, Navilla Ratu Bilqis, and Rahmawati Eka Saputri, "Menelisik Perkembangan Holistik Peserta Didik Terhadap Penguatan Pendidikan Karakter Di Sekolah Dasar," *Didaktik: Jurnal Ilmiah PGSD FKIP Universitas Mandiri* 10, no. 303 (2025), <https://doi.org/10.36989/didaktik.v11i03.8169>.

Student administration is a crucial component of educational management that directly impacts the quality of Islamic educational institutions. From an administrative perspective, Islamic educational institutions have implemented an orderly, comprehensive, and structured student administration system. This administration includes student identity data, attendance records, moral development records, records of disciplinary violations, and records of academic and non-academic achievements. All of this data is systematically managed and used as a basis for ongoing monitoring and evaluation of student development.

Based on interviews with teachers, a well-organized student administration system significantly assists schools in their decision-making process. Teachers explained that administrative data allows schools to monitor student progress more objectively and comprehensively. Records of student attendance, behavior, and achievement serve as primary references in determining the type of coaching, mentoring, and follow-up needed. With complete and accurate data, teachers can provide more appropriate guidance tailored to each student's individual needs and circumstances, both in academics and character development.

In addition to assisting teachers, the student administration system also has a positive impact on the students themselves. Students expressed feeling they received more focused attention from their teachers, especially when experiencing learning difficulties or behavioral issues. Recording their progress motivates them to improve their attitudes, enhance discipline, and strive for better performance. Students also recognize that their behavior and achievements are being monitored by the school, fostering a sense of responsibility for themselves.

The systematic implementation of student administration aligns with the concept of educational administration management proposed by the Ministry of National Education (2006), which emphasizes that educational administration serves as the primary control and support tool in the implementation of educational activities.¹⁷ Furthermore, sustainable student administration is also in line with Edward Sallis's theory of educational quality, as cited by Lestari et al. (2024), which states that the quality of educational institutions is greatly influenced by system order, data clarity, and consistency in evaluation.¹⁸ Therefore, professionally managed student administration serves not only as administrative record-keeping but also as a strategic instrument in improving the overall quality of Islamic educational institutions.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the implementation of student management in elementary-level Integrated Islamic educational institutions in Palangka Raya City has been carried out systematically, in a planned manner, and based on Islamic values as the main identity of the institution. It covers all stages starting from student admission, placement, moral and discipline development, potential

¹⁷ Septian Nur Ika Trisnawati et al., *Dasar-Dasar Administrasi Pendidikan* (Penerbit Tahta Media, 2024).

¹⁸ Kurnia Mira Lestari, Zulfani Sesmiarni, and , Ramadhoni Aulia Gusli, "Upaya Kepala Sekolah Dalam Meningkatkan Manajemen Mutu Terpadu Lembaga Pendidikan Di Sman 3 Bukittinggi," *An-Nahdlah: Jurnal Pendidikan Islam* 4 (2024). <https://doi.org/10.51806/an-nahdlah.v4i2.181>

development, to student administration management. Student management is not only oriented toward administrative affairs, but also toward comprehensive student development involving the active role of teachers and students in creating a religious, conducive, and character-based learning environment. Student admission and placement that consider academic, spiritual, and character readiness, moral development through religious habituation and Islamic guidance, potential development through extracurricular activities, and orderly and sustainable student administration management have proven to positively impact discipline improvement, the formation of noble character, the academic and non-academic development of students, and the overall quality improvement of Islamic educational institutions.

However, this study has several limitations. First, the research was conducted only as a case study in one elementary-level Integrated Islamic educational institution in Palangka Raya City, so the findings may not be generalized to all Islamic educational institutions in Indonesia. Second, this study used a qualitative approach, which focuses on in-depth understanding of a particular context and does not statistically measure the effectiveness of student management practices. Therefore, future researchers are recommended to conduct large-scale quantitative studies to test the effectiveness of Islamic-value-based student management on student outcomes, discipline, and institutional quality. In addition, comparative studies between Integrated Islamic schools and public schools or other types of educational institutions are also suggested to provide broader insights into best practices in student management.

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