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STUDENT MANAGEMENT IN IMPROVING STUDENTS' ACADEMIC ACHIEVEMENT AT MTS AL-MIZAN JATIWANGI MAJALENGKA

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Abstract

This study aims to analyze the integrated processes of planning, implementation, and evaluation in student management in improving students' academic achievement at MTs Al-Mizan Jatiwangi Majalengka. This research employs a qualitative approach with a case study design to gain an in-depth understanding of how these components of student management are implemented in practice. Data were collected through observation, in-depth interviews, and documentation, while data analysis used an interactive model consisting of data reduction, data display, and conclusion drawing. The findings reveal that student management has been systematically implemented through integrated stages of planning, implementation, and evaluation. The planning process is conducted in a participatory manner involving various stakeholders, while the implementation includes academic guidance, extracurricular activities, discipline enforcement, and counseling services. Evaluation is carried out continuously as a basis for program improvement. The study further finds that these integrated practices contribute to improved student discipline, increased participation in extracurricular activities, and more consistent academic performance. The implementation of student management has a positive impact on improving students' academic achievement in both academic and non-academic aspects, as well as enhancing students' motivation, attitudes, and discipline. Therefore, student management plays a strategic role in improving overall educational quality.

Keywords: *Student Management, Academic Achievement, Islamic Education, Case Study, Student Administration*

Abstrak

Penelitian ini bertujuan untuk menganalisis proses terintegrasi perencanaan, pelaksanaan, dan evaluasi dalam manajemen kesiswaan dalam meningkatkan prestasi belajar siswa di MTs Al-Mizan Jatiwangi Majalengka. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus untuk memperoleh pemahaman mendalam mengenai bagaimana komponen manajemen kesiswaan tersebut diimplementasikan dalam praktik. Data dikumpulkan melalui observasi, wawancara mendalam, dan dokumentasi, sedangkan analisis data menggunakan model interaktif yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa manajemen kesiswaan telah dilaksanakan secara sistematis melalui tahapan perencanaan, pelaksanaan, dan evaluasi yang terintegrasi. Proses perencanaan dilakukan secara partisipatif dengan melibatkan berbagai pemangku kepentingan, sedangkan pelaksanaan mencakup pembinaan akademik, kegiatan ekstrakurikuler, penegakan disiplin, dan layanan bimbingan konseling. Evaluasi dilakukan secara berkelanjutan sebagai dasar perbaikan program. Temuan penelitian juga menunjukkan bahwa praktik tersebut berkontribusi terhadap peningkatan disiplin siswa, meningkatnya partisipasi dalam kegiatan ekstrakurikuler, serta konsistensi dalam pencapaian akademik. Dengan demikian, manajemen kesiswaan memiliki peran strategis dalam meningkatkan kualitas pendidikan secara menyeluruh.

Kata Kunci: *Manajemen Kesiswaan, Prestasi Belajar, Pendidikan Islam, Studi Kasus, Pengelolaan Peserta Didik*

INTRODUCTION

Education plays a strategic role in developing high-quality human resources who are competitive, adaptive, and possess strong moral character. In formal educational institutions, the success of the learning process is not solely determined by instructional quality in the classroom but also by how effectively the institution manages its students. Student management is therefore recognized as a crucial component in educational management, as it systematically organizes and facilitates students' development throughout their educational journey. Rather than being limited to administrative routines, student management functions as an integrated

system that supports academic achievement, personal growth, discipline, and character formation.

Conceptually, student management involves a series of interconnected processes, including planning, organizing, implementing, and evaluating student-related programs from admission to graduation. These processes are designed to ensure that students receive structured guidance and support that align with institutional goals. Empirical evidence suggests that effective student management contributes significantly to the creation of a conducive learning environment, which in turn enhances students' academic performance (Melianti et al., 2023; Putri, 2022). This indicates that student management should be understood not merely as a supporting administrative function, but as a strategic mechanism that directly influences the quality of educational outcomes.

Previous studies have consistently highlighted the positive relationship between student management and various dimensions of student achievement. Daryono et al. (2021) found that systematic student management practices improve students' participation and responsibility in the learning process. Similarly, Subaidi (2023) emphasized that structured management contributes to the development of student discipline, which is a key determinant of academic success. Furthermore, Muawanah and Hakim (2025) demonstrated that well-organized student management programs enhance students' involvement in extracurricular activities, thereby improving their non-academic achievements. These findings collectively suggest that student management plays a dual role in fostering both academic and non-academic development.

In addition, Ikroom et al. (2025) and Handayani et al. (2025) stressed the importance of integrating planning, implementation, and evaluation within student management practices. Their findings indicate that fragmented or partial implementation of these components often leads to suboptimal outcomes. Thus, the effectiveness of student management is highly dependent on the extent to which these processes are implemented in a coherent and continuous manner. This perspective reinforces the idea that student management should be approached holistically, rather than as isolated activities.

Beyond institutional management, recent studies also emphasize the importance of aligning student management with individual student capacities. Zhao et al. (2024) demonstrated that students' self-management abilities are significantly correlated with academic achievement, particularly when supported by strong self-efficacy. Rahadian and Budiningsih (2023) further highlighted the role of adaptive classroom management that considers students' learning styles, while Mendez et al. (2021) emphasized the importance of data-driven academic planning in shaping

student behavior and performance. These findings suggest that contemporary student management requires an integrative approach that combines institutional strategies with student-centered considerations.

Moreover, student management does not operate in isolation but is closely related to other components of educational management. Elselita and Masrur (2025) found that the synergy between student management, infrastructure management, and teacher performance significantly influences students' academic achievement. This indicates that improving educational outcomes requires a collaborative and systemic approach, where student management serves as one of the central pillars. However, despite this interconnectedness, student management remains a distinct domain that requires focused analysis, particularly in relation to its direct contribution to student achievement.

In the context of Islamic education, the role of student management becomes even more complex and comprehensive. Islamic educational institutions are not only responsible for developing students' intellectual capacities but also for nurturing their moral and spiritual values. Alhuda (2020) asserted that effective student management in Islamic schools integrates academic development with character education, resulting in graduates who are both intellectually competent and ethically grounded. This dual responsibility distinguishes student management in Islamic education from general educational contexts and highlights the need for context-specific studies.

Despite its recognized importance, the implementation of student management in many educational institutions still faces various challenges. Emilia and HM (2025) found that limitations in program planning, human resources, and evaluation mechanisms often hinder the effectiveness of student management practices. As a result, the potential impact of student management on academic achievement is not fully realized. These challenges reveal a critical discrepancy between theoretical frameworks of student management and their practical application in real educational settings.

More importantly, a careful review of previous studies reveals a specific research gap. While numerous studies have examined the influence of student management on academic achievement, most of them tend to focus on isolated aspects, such as discipline, motivation, or extracurricular participation, rather than analyzing student management as an integrated system. Furthermore, there is still limited empirical research that investigates how the integration of planning, implementation, and evaluation within student management operates in a specific institutional context, particularly in Islamic schools or madrasahs. This gap indicates the need for a more comprehensive and context-based analysis that captures the complexity of student management practices in real settings.

MTs Al-Mizan Jatiwangi Majalengka is an Islamic junior secondary educational institution that plays a significant role in developing students' academic and personal potential through various structured programs. The institution implements student management practices that include student admission processes, academic guidance, disciplinary systems, and extracurricular development. However, despite the existence of these programs, there is limited empirical evidence that explains how these student management practices are planned, implemented, and evaluated in an integrated manner, and how they contribute to improving students' academic achievement. Providing such context is important to understand the uniqueness and practical relevance of the study.

Therefore, this study addresses the identified research gap by analyzing student management as an integrated system that encompasses planning, implementation, and evaluation processes within a specific madrasah context. Unlike previous studies that tend to examine student management partially, this research offers a comprehensive perspective on how these components interact and contribute to educational outcomes. By focusing on MTs Al-Mizan Jatiwangi Majalengka, this study provides an in-depth understanding of student management practices in an Islamic educational setting.

Based on the above considerations, this study aims to analyze comprehensively the role of integrated student management in improving students' academic achievement at MTs Al-Mizan Jatiwangi Majalengka. The findings of this research are expected to contribute not only to the theoretical development of educational management, particularly in the field of Islamic education management, but also to provide practical insights for educational institutions in optimizing student management practices to achieve sustainable improvements in academic performance.

RESEARCH METHOD

This study employs a qualitative approach with a case study design to gain an in-depth understanding of student management in improving students' academic achievement at MTs Al-Mizan Jatiwangi Majalengka. A qualitative approach is chosen as it allows for a comprehensive and contextual exploration of phenomena in their natural settings (Creswell, 2018), while the case study design facilitates an intensive examination of a bounded system (Yin, 2018).

The research involved 17 participants consisting of 1 principal, 1 vice principal of student affairs, 5 teachers, and 10 students who were actively involved in student management activities. Informants were selected using purposive sampling. The selection criteria included: (1) having direct involvement in planning or implementing student management programs, (2) possessing at least two years of experience in the

institution, and (3) being willing to provide in-depth information relevant to the research focus. This ensured that the data obtained were rich and relevant.

Data were collected through participant observation, in-depth interviews, and documentation. Observations were conducted over a two-month period with 8 observation sessions focusing on student management activities such as discipline enforcement, extracurricular programs, and academic monitoring. In-depth interviews lasted approximately 45–60 minutes each and were conducted using semi-structured guidelines to allow flexibility and depth of responses. The documents analyzed included student achievement records, student management program plans, attendance records, and institutional evaluation reports. These multiple data sources were used to enhance data completeness and credibility (Miles, Huberman, & Saldaña, 2014).

Data analysis was conducted using the interactive model of Miles, Huberman, and Saldaña (2014), consisting of data reduction, data display, and conclusion drawing. First, all interview data were transcribed verbatim. Second, initial codes were generated inductively based on recurring patterns. Third, these codes were grouped into key themes, namely planning, implementation, evaluation, and impact of student management on academic achievement. Data reduction involved selecting, focusing, and simplifying relevant information, while data display was conducted through narrative descriptions and thematic matrices to facilitate interpretation.

To ensure trustworthiness, this study applied triangulation and member checking. Source triangulation was conducted by comparing data from principals, teachers, and students, while method triangulation involved cross-checking findings from interviews, observations, and documents. Member checking was carried out by returning interview summaries to 8 participants to confirm the accuracy and consistency of the findings. Through these procedures, the validity and reliability of the data were strengthened.

Through this approach, the study provides a systematic and in-depth understanding of the implementation of student management and its contribution to improving students' academic achievement at MTs Al-Mizan Jatiwangi Majalengka.

RESULTS AND DISCUSSION

RESULT

a. Overview of Student Management at MTs Al-Mizan Jatiwangi Majalengka

MTs Al-Mizan Jatiwangi Majalengka is an Islamic junior secondary educational institution committed to developing students' potential holistically, encompassing both academic and non-academic dimensions. The institution's vision emphasizes producing students who excel academically, demonstrate strong Islamic character, and possess adaptive competencies in responding to contemporary challenges. To

achieve this vision, student management serves as a strategic component that is implemented systematically and sustainably.

Structurally, student management is coordinated by the Vice Principal for Student Affairs, who oversees all student-related activities. This role is supported by the student council advisor, extracurricular supervisors, guidance and counseling teachers, and homeroom teachers. Each component plays a specific role within an integrated system that ensures the effectiveness of student management practices. The coordination pattern is collaborative, enabling synergy across different functional units.

Student management programs at MTs Al-Mizan are divided into two main domains: academic and non-academic. Academic programs include remedial teaching, enrichment classes, and competition coaching, which aim to improve students' academic performance. Meanwhile, non-academic programs consist of extracurricular activities such as scouting, sports, arts, and religious activities, designed to foster students' interests and talents while strengthening character development. Table 1 summarizes the main domains and programs of student management implemented at MTs Al-Mizan.

Table 1. Student Management Programs at MTs Al-Mizan

Domain	Program Type	Main Objective	Initial Impact
Academic	Tutoring, remedial programs	Improve subject comprehension	Increased scores
Academic	Competition coaching	Enhance competitive achievement	Academic awards
Non-academic	Extracurricular activities	Develop talents and interests	Improved confidence
Non-academic	Religious programs	Strengthen Islamic character	Positive attitudes
Discipline	Rules and guidance	Improve student discipline	Orderly behavior

As shown in Table 1, student management is not limited to administrative routines but encompasses structured interventions targeting measurable outcomes. The integration between academic, non-academic, and disciplinary domains indicates a holistic management approach.

b. Planning of Student Management

Student management planning at MTs Al-Mizan is conducted through a systematic and participatory process. Planning begins with the translation of institutional vision into operational objectives, which include measurable indicators such as minimum competency achievement, participation rates, and behavioral standards. This process is formalized in annual work plans.

Planning activities involve coordination meetings between the principal, vice principal, and teaching staff. Importantly, stakeholder participation extends beyond internal actors to include parents, particularly in program alignment and student development monitoring.

This participatory approach is reflected in an interview with the Vice Principal for Student Affairs:

> "We involve teachers and parents in the annual planning meeting to ensure that programs are not only academically oriented but also responsive to students' real needs."

The planning document includes detailed components such as timelines, responsible personnel, and success indicators. For example, academic targets specify score improvements of at least 5–8 points per semester, while discipline indicators aim to reduce violations to fewer than five cases per class per month.

Thus, planning is not merely administrative but functions as a predictive and strategic tool that guides implementation.

c. Implementation of Student Management

The implementation of student management at MTs Al-Mizan is structured and oriented toward optimizing student potential. In the academic domain, programs such as remedial classes, enrichment sessions, and intensive tutoring are conducted to improve students' academic performance. These initiatives aim to ensure that students achieve optimal learning outcomes.

In the non-academic domain, extracurricular activities function as a primary platform for student development. These activities not only enhance skills but also instill values such as teamwork, responsibility, and leadership. Furthermore, discipline is fostered through the consistent enforcement of school regulations supported by an educational reward and punishment system.

Guidance and counseling services also play a crucial role in the implementation process. Counseling teachers provide both individual and group guidance to address students' academic and personal challenges. This service contributes to creating a supportive learning environment that promotes students' overall development. Table 2 presents the implementation framework across key aspects of student management.

Table 2. Implementation of Student Management

Aspect	Activities	Implementation Strategy	Outcome
Academic	Remedial & enrichment	Intensive mentoring	Improved scores
Non-academic	Extracurricular programs	Interest-based approach	Competition achievements

Discipline	School rules	Reward & punishment system	Increased discipline
Counseling	Individual & group guidance	Personalized approach	Higher motivation

In the academic domain, remedial and enrichment programs are conducted after regular class hours. Data collected indicate that the average student score increased from approximately 72 to 80 within one semester. This improvement demonstrates the effectiveness of targeted academic interventions.

In the non-academic domain, extracurricular activities are designed based on student interests, including sports, arts, scouting, and religious programs. A student stated:

> "Extracurricular activities make learning more enjoyable and help us discover our talents, especially in competitions."

Discipline is enforced through a structured reward and punishment system. Positive behaviors are recognized through awards, while violations are addressed through educational sanctions. This approach has reduced the average number of disciplinary violations from around 10 to 4 cases per class per month.

Guidance and counseling services complement these efforts by addressing students' academic and personal challenges. A counseling teacher explained:

> "We provide both individual and group counseling to help students overcome learning difficulties and personal issues that affect their performance."

Overall, implementation is characterized by alignment between planning and execution, supported by measurable outcomes and stakeholder involvement.

d. Evaluation of Student Management

Evaluation is conducted periodically using both formative and summative approaches. Monitoring activities include classroom observations, performance tracking, and behavioral assessments. Evaluation indicators are clearly defined to ensure objectivity and consistency.

Evaluation meetings are held at the end of each semester, involving school leaders and teachers. The results are used to identify program strengths and areas for improvement. For example, if a program fails to meet its target (e.g., less than a 5-point score increase), it is revised in the subsequent cycle. A principal noted:

> "Evaluation is not just about assessing outcomes but also about improving future programs. We continuously adjust strategies based on data."

Thus, evaluation functions as a feedback mechanism that ensures continuous quality improvement.

e. Impact of Student Management on Students' Academic Achievement

The findings indicate that student management at MTs Al-Mizan has a significant positive impact on students' academic achievement. In the academic domain, there is a noticeable improvement in students' average scores, class rankings, and participation in academic competitions. This demonstrates the effectiveness of academic support programs.

In the non-academic domain, students have achieved notable accomplishments in sports, arts, and religious activities. Additionally, there are observable improvements in students' attitudes and behaviors, including increased discipline, responsibility, and learning motivation. Table 3 illustrates the comparative impact of student management before and after implementation within one academic year.

Table 3. Impact of Student Management

Indicator	Before Implementation	After Implementation	Change
Academic performance	Moderate	High	Improved
Competition results	Limited	Diverse	Increased
Discipline	Low	High	Significant
Learning motivation	Fluctuating	Stable high	Positive

The data demonstrate that academic performance improved significantly, with average scores increasing by approximately 8 points within one year. Participation in competitions also expanded, indicating enhanced student confidence and capability.

Behavioral improvements are equally notable, as reflected in reduced disciplinary violations and increased student responsibility. A student expressed:

> "Now we are more disciplined because there are clear rules and consequences, but also rewards that motivate us."

Additionally, learning motivation became more stable, as students actively engaged in both academic and extracurricular activities.

DISCUSSION

The findings of this study demonstrate that student management at MTs Al-Mizan Jatiwangi Majalengka operates as a systematic and cyclical process encompassing planning, implementation, and evaluation, which collectively contribute to improving students' academic achievement. Rather than merely confirming previous findings, this study provides empirical evidence that the integration of these managerial functions forms a coherent system that directly influences both cognitive and behavioral student outcomes. In line with educational management theory, particularly the functional framework proposed by George R. Terry, effective management consists of planning, organizing, actuating, and controlling, all of which are reflected in the student management practices observed in this study.

From a theoretical perspective, the planning process identified in this study illustrates the application of participatory management principles. The involvement of multiple stakeholders—principals, teachers, and parents—ensures that planning is not only top-down but also responsive to contextual needs. While previous studies (e.g., Putri, 2021; 2022) emphasize that planning influences program success, this study extends that argument by demonstrating how participatory planning contributes to program relevance and sustainability. Specifically, stakeholder involvement enhances program ownership, which in turn increases commitment during implementation. Thus, planning in this context functions not merely as a preparatory stage but as a strategic mechanism that aligns institutional goals with student needs.

In terms of implementation, the findings reveal that the effectiveness of student management lies in the integration of academic and non-academic programs within a unified system. Rather than operating independently, academic support (e.g., remedial and enrichment programs), extracurricular activities, discipline policies, and counseling services are interconnected and mutually reinforcing. Previous studies (e.g., Melianti et al., 2023; Nadia et al., 2025) have shown that student management positively affects learning outcomes; however, this study adds a deeper analytical dimension by illustrating that the synergy between program components is a key determinant of success. For instance, improved discipline contributes to better learning focus, while extracurricular engagement enhances motivation, which subsequently impacts academic performance.

Instead of repeatedly comparing individual findings with separate studies, it can be observed that several previous works (Daryono et al., 2021; Mirwan & Asykur, 2022; Ristianah, 2023) consistently confirm that structured student management improves academic achievement. However, this study advances the discussion by empirically demonstrating the mechanism through which such improvement occurs, namely through the alignment of managerial functions and program integration. This indicates that effectiveness is not solely dependent on the presence of programs but on the coherence of their implementation.

Moreover, discipline development and counseling services emerge as critical mediating variables that connect management practices with student outcomes. Consistent with Ihsan and Sumiyati (2025) and Falah (2024), improvements in discipline and motivation significantly influence academic performance. Nevertheless, this study contributes additional insight by showing that these behavioral changes are not incidental but are systematically cultivated through structured interventions such as reward-punishment systems and personalized counseling. This suggests that student management operates not only at the administrative level but also at the psychological and behavioral levels.

The evaluation process further reinforces the cyclical nature of student management. In accordance with management theory, evaluation (controlling) ensures that implementation remains aligned with planned objectives. While Ikroom et al. (2025) emphasize the importance of evaluation, this study highlights its role as a feedback mechanism that enables continuous improvement. Evaluation results are not treated as final judgments but as data for refining future programs. This dynamic process reflects a learning organization model, where institutions continuously adapt based on empirical evidence.

From a broader analytical standpoint, the findings also confirm that student management effectiveness is influenced by its interaction with other educational components. As suggested by Elselita and Masrur (2025), the synergy between student management, infrastructure, and teacher performance significantly impacts academic achievement. This study supports that argument while emphasizing that student management acts as a central coordinating mechanism that integrates these factors into a cohesive system. Without effective student management, other components may operate in isolation, reducing their overall impact.

However, unlike previous studies that tend to report success factors, this research also identifies several implementation challenges that require critical reflection. These include limited time allocation, constraints in human resources, and uneven student participation. Rather than treating these challenges descriptively, they can be analytically explained. The limitation of time, for instance, is closely related to the structure of the national curriculum, which prioritizes academic instruction and leaves limited space for extracurricular development. This suggests the need for institutional innovation, such as flexible scheduling or integrated learning models that combine academic and non-academic activities.

The issue of limited human resources reflects structural constraints in many educational institutions, where teachers often handle multiple responsibilities simultaneously. This condition may reduce the effectiveness of program supervision and mentoring. Therefore, capacity-building initiatives, such as professional development and workload redistribution, are necessary to optimize program implementation.

Uneven student participation represents a more complex challenge that may stem from multiple factors, including differences in student motivation, socioeconomic background, and program design. Some students may lack access to resources or support systems that enable active participation, while others may not find the programs aligned with their interests. This finding indicates that student management must adopt a more differentiated approach, ensuring that programs are inclusive and adaptable to diverse student needs. As noted by Emilia and HM (2025),

optimization of student management requires continuous adjustment to contextual realities, which is further confirmed by this study.

In relation to novelty, it is important to refine the claim to avoid overgeneralization. While previous studies (e.g., Alhuda, 2020) have examined the integration of academic and non-academic aspects, this study offers a more specific contribution. The novelty lies not simply in integration, but in demonstrating how such integration is operationalized within the context of an Islamic junior secondary school through a continuous management cycle supported by measurable indicators and stakeholder participation. In other words, this study provides a contextualized model of student management that links managerial functions with both academic outcomes and character development in a systematic manner.

Additionally, this study reinforces the argument presented by Fadhila (2025) and Asih and Hasanah (2021) that effective student management contributes to the creation of a conducive learning environment. However, it goes further by showing that such an environment is the result of deliberate managerial strategies rather than incidental conditions. This highlights the strategic role of student management as a driver of institutional quality improvement.

In conclusion, this discussion demonstrates that student management at MTs Al-Mizan Jatiwangi Majalengka is not only effective in practice but also theoretically grounded. By linking empirical findings with established management theories, particularly Terry's functional approach, this study provides a more comprehensive understanding of how student management contributes to academic achievement. The integration of planning, implementation, and evaluation, supported by stakeholder collaboration and continuous improvement, forms a robust system that enhances both academic and non-academic outcomes.

Therefore, this study confirms that student management is a critical determinant of educational quality. Future research should explore how contextual factors, such as institutional type and student background, influence the effectiveness of management practices. By doing so, student management can continue to evolve as a dynamic and adaptive strategy for improving educational outcomes in diverse settings.

CONCLUSION AND SUGGESTIONS

CONCLUSION

Student management at MTs Al-Mizan Jatiwangi Majalengka functions as an integrated and data-driven system that significantly contributes to improving students' academic achievement and behavioral development. The findings imply that the effectiveness of student management lies not merely in program availability, but

in the coherence between planning, implementation, and continuous evaluation within a collaborative institutional framework.

LIMITATIONS

This study has several limitations that should be considered when interpreting the findings. First, the research was conducted in a single institution, which limits the generalizability of the results to other educational contexts with different characteristics. Second, as a qualitative case study, the findings rely heavily on participants' perceptions and self-reported data, which may introduce subjective bias. Third, the researcher's role as the primary instrument in data collection and analysis may also influence interpretation, despite efforts to ensure validity through triangulation. Therefore, caution is needed in applying these findings broadly without contextual adaptation.

SUGGESTIONS

Based on the findings and identified challenges, several actionable recommendations are proposed. First, to address uneven student participation, the madrasah should implement targeted intervention programs, such as mentoring schemes and financial or motivational support for students from less advantaged backgrounds. Second, considering the limitation of time due to dense academic schedules, the school should redesign timetables by integrating extracurricular activities into structured learning hours or adopting a block scheduling system.

Third, to overcome human resource constraints, it is recommended that the institution conduct regular professional development programs, such as annual training workshops on student counseling techniques, classroom management, and extracurricular supervision. Fourth, strengthening collaboration with parents should be operationalized through periodic parent engagement programs, including structured meetings and digital communication platforms to monitor student progress more effectively.

Finally, future research is encouraged to expand the scope by involving multiple institutions to enhance generalizability, as well as to integrate quantitative approaches or educational technology-based management systems in order to provide more comprehensive and measurable evidence on the effectiveness of student management practices.

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