

THE IMPLEMENTATION OF STUDENT MANAGEMENT IN ELEMENTARY SCHOOL: A REFLECTION FROM SD NEGERI 2 BEBENGAN

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Abstract

This study explores the implementation of student management at SD Negeri 2 Bebengan, focusing on planning, development, evaluation, and transfer mechanisms. Utilizing a qualitative descriptive approach, the research identifies how student management is applied in practice and its alignment with national education policies and international standards. Findings indicate a structured and systematic approach to student management, with collaborative decision-making, holistic student support, continuous evaluation, and adherence to regulatory standards in student transfers. The study contextualizes these practices in a rural primary school, highlighting strengths and areas for improvement, contributing new insights for enhancing the relevance, inclusivity, and effectiveness of student management systems in diverse educational contexts.

Keywords: *Student Management, Elementary School, Educational Quality, Holistic Development, Rural Education*

INTRODUCTION

Schools are educational institutions comprising various interrelated dimensions that function collaboratively in the learning process to enhance students' quality and potential (Minsih, Rusnilawati & Mujahid, 2019:17). Students are considered the "raw material" in the process of transformation and internalization, holding a crucial position in determining the success of educational outcomes (Ramli, 2020:35). As individuals with unique personalities that align with their developmental stages, students' growth is significantly influenced by their surrounding environment (Ramayulis & Nizar, 2023:58). Therefore, students are central to education; without them, the educational process would not exist. To develop students' potential, schools must manage them effectively through what is known as student management.

Student management plays a vital role in schools, as students serve as both subjects and objects in the transfer of knowledge and skills. The success of educational implementation is highly dependent on the development of students' physical, intellectual, emotional, social, and psychological potential. As such, schools require a well-planned student management system that ensures students' growth and development aligns with educational goals (Diantoro, 2018:22; Muspawi, 2020).

Based on a preliminary study, SD Negeri 2 Bebengan in Boja District, Kendal Regency, is the only elementary school pioneering as a Transformative Model School (SD Inti Transformatif) in the district. The school has established a strong identity under the slogan BERMUTU (Clean, Progressive, Orderly, Excellent), and has shown significant achievements in both academic and non-academic areas. These include representing Kendal at a national science competition in Jakarta, winning 1st place in provincial hockey and traditional poetry (geguritan) contests, and consistently placing in regional marching band competitions. These accomplishments indicate strong student management practices that support both academic and extracurricular success.

The improved performance at SD Negeri 2 Bebengan is largely attributed to its implementation of effective student management. This management focuses not only on classroom-based administration and supervision but also on holistic student services, including enrollment, individual support, development of talents and interests, and ongoing guidance throughout the schooling period. With around 250 students, SD Negeri 2 Bebengan has one of the largest enrollments among elementary schools in Boja District, attracting students even from neighboring villages due to its reputation.

According to Daryanto (2021:35), student management encompasses all planned, continuous, and systematic efforts to support students in participating in the learning process efficiently and effectively. It extends beyond data recording and includes comprehensive strategies to support student development. The goal of student management is to ensure smooth, organized, and effective learning by overseeing activities such as student recruitment, orientation, placement, development, evaluation, and alumni relations (Machali & Hidayat, 2016:39).

Moreover, effective student management contributes significantly to school improvement, especially when supported by strong school leadership and collaboration among educational stakeholders (Aryawan, 2019:17; Umam, 2019). However, many schools still focus more on increasing student numbers rather than improving the quality of the learning process (Megawanti, 2015). This can dilute the focus on student development and educational quality. At SD Negeri 2 Bebengan, student management encompasses several essential components designed to support the enhancement of educational quality. Student Planning is implemented with the aim of uniting students from diverse backgrounds by fostering a sense of inclusion and promoting proactive management strategies. The New Student Admission process is treated as a critical function, involving a structured approach that includes policy formulation, system design, determination of admission criteria, procedural arrangements, and the development of strategies to address potential challenges.

Following admission, Student Orientation is conducted during the initial days of school to help students adjust to the new learning environment and become familiar with the school's rules, culture, and expectations. Student Development is another key focus area, which entails continuous planning, supervision, and evaluation to ensure that students grow and develop holistically in academic, emotional, and social dimensions. The school also places importance on the effective management of Student Transfers and Dropouts, recognizing the potential for these issues to disrupt the educational process if not handled carefully and systematically. Additionally, Student Learning Evaluation is conducted regularly to monitor academic progress and to support instructional decision-making aimed at improving student performance. Given the centrality of these components, this research is conducted to explore how student management is implemented at SD Negeri 2 Bebengan and how it contributes to the continuous improvement of educational quality at the school. To guide this investigation, the research questions are posed: (1) How is student planning conducted at SD Negeri 2 Bebengan, Kecamatan Boja, Kabupaten Kendal? (2) How is student development carried out at SD Negeri 2 Bebengan? (3) How is student learning evaluated at SD Negeri 2 Bebengan? (4) How are student transfers and dropouts managed at SD Negeri 2 Bebengan?

LITERATURE REVIEW

Conceptual Framework of Student Management

The concept of student management involves structured efforts to regulate, facilitate, and optimize all activities related to student engagement in educational settings. Tumanggor (2021) defines student management as a system that includes regulating, supervising, and providing services for students both inside and outside the classroom. Rifa'i (2018) supports this, describing it as an effort to meet students' academic and developmental needs. Scholars such as Suryosubroto (2022) and Nasihin & Sururi (2020) emphasize that management begins from the admission process and extends through graduation, suggesting a life-cycle approach. Mustari (2023) expands the discourse by stressing individualized services to nurture student interests and personal growth. These perspectives reflect a consensus that student management should be proactive, holistic, and aligned with learners' cognitive, emotional, and physical development. However, despite this general agreement, there is limited exploration of how these principles are operationalized in diverse educational contexts, particularly in under-resourced or rural settings. This indicates a gap in understanding the adaptability and scalability of student management practices.

Scope and Components of Student Management

The scope of student management varies across sources but generally includes key activities such as planning, development, monitoring, and transition processes. Imron (2018) outlines a detailed framework consisting of nine domains, including planning, admission, orientation, attendance, grouping, evaluation, promotion, transfers/dropouts, and discipline. In contrast, Nasihin and Sururi (2019) propose a more concise model with eight areas, emphasizing analytical and administrative functions. Tumanggor (2021) and Sudarjat (2010) converge on four core functions: planning, development, evaluation, and student transfers. These frameworks show structural consistency but diverge in emphasis—some prioritize administrative efficiency, while others highlight student welfare. What is lacking, however, is empirical validation of which components have the most significant impact on student outcomes, revealing a gap in evidence-based prioritization of management strategies.

Planning and Development Processes

Effective student planning incorporates multiple phases, such as needs analysis, recruitment, selection, orientation, and placement (Tumanggor, 2021). The placement process, often guided by age, interest, and ability, is essential in fostering inclusive and productive learning environments. Additionally, documentation through student records serves both administrative and developmental functions.

Similarly, student development includes essential support services—counseling, library access, health units, and nutrition—which are crucial in nurturing not just academic success but also psychological and physical well-being. However, many studies, including Tumanggor (2021), focus on idealized structures, with little critique of implementation barriers, such as lack of resources or trained personnel. This presents a need for more contextual research into the feasibility and effectiveness of such developmental programs.

Assessment and Evaluation

Student evaluation is central to tracking progress and informing instruction. Djamarah & Aswan (2021) categorize evaluation into curricular, co-curricular, and extracurricular dimensions, while Tumanggor (2021) delineates between diagnostic, formative, and summative assessments. Each has distinct purposes, from identifying learning gaps to certifying achievement. These tools, when used effectively, enable differentiated instruction through remedial, enrichment, or acceleration programs. While the theoretical benefits of evaluation systems are well-established, current literature lacks robust evidence on how these assessments influence long-term learning trajectories or how teachers interpret and act on the results. Moreover, little is known about student perceptions of these assessments, which could significantly influence their motivation and engagement.

Student Mobility and Transfers

Student transfers—both internal (e.g., class promotion) and external (e.g., school change)—are mechanisms for ensuring appropriate placement and progression. Tumanggor (2021) highlights the criteria for external transfers, including compatibility between the student's background and the receiving school's capacity. Internally, promotion depends on annual academic achievements. Although mobility is a practical necessity in dynamic educational systems, there is limited research on its social and emotional impacts on students. Transfers can disrupt continuity and affect student integration, pointing to another underexplored dimension of student management.

Research Gaps

The literature reviewed offers a broad and in-depth understanding of student management as a systematic and multifaceted approach. It underscores the critical roles of planning, development, evaluation, and student mobility in promoting academic and personal success. Despite this, several key gaps are evident. There is a noticeable shortage of empirical research evaluating the effectiveness and outcomes of various student management strategies. Additionally, the literature tends to overlook the contextual challenges faced in implementing student services, particularly in under-resourced educational settings. Moreover, limited attention has been given to students' own perspectives and lived experiences with these management practices. Data on the long-term effects of evaluation methods and student mobility on learning achievements also remain scarce. To bridge these gaps, this study will investigate the practical implementation of student management models and assess their real-world impact on student growth and achievement. In doing so, it seeks to enhance the relevance, inclusivity, and effectiveness of student management systems in diverse educational contexts.

METHOD

The research design in this study follows a qualitative descriptive approach aimed at understanding and describing social phenomena as they occur naturally, without manipulating variables or conducting hypothesis testing. The research activities are organized into four key phases: pre-fieldwork, fieldwork, data analysis, and post-fieldwork. During the pre-fieldwork phase, the researcher designs the study by preparing the research proposal, selecting the research location (SD Negeri 2 Bebengan), obtaining permissions, and identifying suitable informants based on their relevance to the focus of study. The target audience or informants—consisting of the principal, teachers, school committee members, and students—were chosen through purposive sampling to ensure that they can provide in-depth and relevant information about the school's educational activities, specifically in planning, mentoring, evaluating, and managing student affairs.

The materials and tools used in the study include field notes, observation checklists, interview guides, documentation sheets, as well as auxiliary devices such as audio recorders and cameras to capture real-time data. These tools are carefully designed to align with the research objectives, ensuring they are simple yet effective in recording data in a structured and systematic way. Their performance and productivity lie in their ability to facilitate the collection of rich, valid, and triangulated data from various sources and techniques, enhancing the depth and credibility of the findings.

Data collection techniques include structured observations, semi-structured interviews, and document analysis, each contributing uniquely to a comprehensive understanding of the research focus. Observations allow the researcher to capture direct behaviors and activities within the social setting; interviews elicit perspectives, experiences, and insights from key stakeholders; and document reviews provide historical and contextual records that support and validate other forms of data. The data analysis follows the interactive model by Miles, Huberman, and Saldana, which involves four stages: data collection, data condensation, data display, and conclusion drawing/verification. This model ensures a continuous and iterative process where data is systematically organized, reduced, categorized, and presented in narrative form to reveal patterns and relationships. Conclusions are drawn based on verified, triangulated data and provide credible insights into the educational processes being examined. The use of triangulation across data sources and methods strengthens the reliability and validity of the research outcomes.

RESULTS AND DISCUSSION

The results of this study indicate that the implementation of student management at SD Negeri 2 Bebengan encompasses four essential domains: planning, student development, learning evaluation, and student transfer. Each domain reflects practices that are structured and systematic, in line with both national education policy and global trends in primary school management.

Student planning at the school involves an initial assessment of student needs, followed by a structured admission process that includes recruitment, selection, orientation, placement, and documentation. These activities are conducted through collaborative planning meetings involving school leadership and teaching staff. This approach corresponds with the findings of Mustofa (2024), who emphasizes that data-informed planning ensures student distribution aligns with institutional capacity, thus supporting optimal learning environments. Furthermore, planning that incorporates community involvement mirrors the participatory leadership model described by Cheng and Cheung (2022), which strengthens accountability and enhances the relevance of educational services. According to Alqahtani and Altuwairqi (2023), strategic planning that includes stakeholder engagement fosters transparency and improves institutional trust in primary school settings. Similarly, Van der Voet et al. (2022) highlight that inclusive educational planning, particularly when informed by local data and socio-demographic context, leads to more equitable access and allocation of resources. Additionally, Saiti and Mitrosili (2021) argue that collaborative planning not only improves the operational efficiency of schools but also enhances teacher motivation and student achievement through clearly defined goals and shared responsibilities.

In terms of student development, the school provides comprehensive services that support not only academic growth but also emotional and social well-being. Guidance and counseling (BK), classroom mentoring, co-curricular programs, and character education are integral parts of the school's strategy to foster holistic student development. Teachers act as mentors who guide students through academic and personal challenges. This approach is consistent with international research by Alrubail (2021), which highlights the importance of socio-emotional learning and the creation of supportive school climates that help children thrive both intellectually and personally. Furthermore, recent findings by Cook et al. (2023) emphasize that integrated social-emotional learning (SEL) programs significantly enhance student resilience, engagement, and interpersonal skills in elementary education. According to Li and Julian (2022), a supportive developmental environment—characterized by strong teacher-student relationships and inclusive practices—is key to promoting psychological safety and academic confidence. Additionally, a study by Jones et al. (2021) found that schools that implement character education and mentoring initiatives observe measurable improvements in student behavior, motivation, and long-term educational outcomes.

Evaluation of learning outcomes is conducted through diagnostic, formative, and summative assessments across cognitive, affective, and psychomotor domains. Teachers use these assessments not only to assign grades but to identify learning difficulties and adjust instructional strategies accordingly. Evaluation results are documented and used in parent-teacher meetings and internal academic reviews. This dynamic, feedback-driven evaluation process reflects the findings of Darling-Hammond et al. (2021), who argue that formative assessments are critical to promoting equitable learning outcomes and tailoring instruction to diverse learner needs. Similarly, research by Suparno (2018) emphasizes the importance of ongoing assessment in Indonesian classrooms to support student-

centered learning and curriculum alignment. Furthermore, Black and Wiliam (2009) underscore that formative assessment practices significantly impact learning progression when embedded in daily instruction. These perspectives are supported by both local and international literature that highlight the role of responsive evaluation in improving educational equity and instructional effectiveness (Suparno, 2018; Black & Wiliam, 2009; Darling-Hammond et al., 2021).

Student transfer procedures are implemented following formal education regulations, ensuring a seamless transition for students moving in or out of the institution. The school considers academic records, transfer letters, and student readiness in the transfer process. Such structured mobility systems resonate with the observations of Bray and Adamson (2014), who emphasize the need for policy coherence and administrative coordination in managing student transitions across schools, particularly in diverse educational settings. In the Indonesian context, Setiawan and Hadi (2020) highlight that effective transfer management requires alignment with national curriculum standards and clear communication between sending and receiving schools. Additionally, Astuti and Pulungan (2021) discusses factors influencing decision-making in educational transitions, underscoring the importance of systematic procedures and stakeholder collaboration. Internationally, Jindal-Snape and Rienties (2016) underline that student mobility, if well-managed, can support resilience and adaptability in learners, provided that social and emotional factors are also addressed during the transition process.

Overall, the results of this study demonstrate that student management at SD Negeri 2 Bebenan is conducted with clear planning, collaborative implementation, and data-based decision-making. While strengths are evident in teacher engagement and the comprehensiveness of services, challenges remain in infrastructure adequacy and the continuity of student support after the COVID-19 pandemic. These findings contribute to the growing body of research advocating for student-centered management approaches that prioritize both academic and non-academic development.

CONCLUSION

This study aimed to explore the implementation of student management at SD Negeri 2 Bebenan, Kecamatan Boja, Kabupaten Kendal, by focusing on four core areas: planning, student development, evaluation of learning outcomes, and student transfer mechanisms. Through a qualitative descriptive approach, the research identified and analyzed how student management is applied in practice and how it aligns with both national education policies and international standards.

The findings indicate that student management at the school is carried out in a structured and systematic manner. Student planning is based on collaborative decision-making involving various stakeholders, ensuring that student enrollment and placement are well-organized and data-driven. Student development is supported by services that cater to students' academic, social, and emotional needs, demonstrating a holistic approach to education. The evaluation process is continuous and multifaceted, involving diagnostic, formative, and summative assessments, which contribute to timely intervention and improved student outcomes. Furthermore, the transfer process for students is handled according to regulatory standards, ensuring continuity and fairness.

These conclusions reflect the objectives outlined in the introduction: to describe the reality of student management practices and assess their effectiveness in fostering student success. Moreover, the study contributes new insights by contextualizing these practices in a rural primary school environment, highlighting strengths and identifying areas for further improvement, such as infrastructure and post-pandemic recovery efforts.

To enhance the quality of student management in the future, several key development initiatives are recommended. These include training teachers in student-centered and socio-emotional approaches to create a more inclusive learning environment. The shift to digital student records is encouraged to enhance data accuracy and accessibility. Strengthening communication with parents and involving the community in school programs is also key. Schools should implement monitoring tools to evaluate management practices and ensure continuous improvement. Lastly, post-pandemic recovery efforts such as remedial programs and counseling are crucial to support students' academic and emotional recovery.

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