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Student Management in Improving Graduate Quality through Flagship Programmes at Madrasah Ibtidaiyah

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Abstract

This qualitative study aims to describe the role of pupils in improving the quality of graduates through a flagship programme called AHSANU at Madrasah Ibtidaiyah (MI) Walisonggo Kranji 02 Kedungwuni, Pekalongan Regency. This study employs a descriptive method. Data were collected through observation, interviews and documentation. The results of the study indicate that student management in improving graduate quality through the AHSANU programme at MI Walisonggo is carried out systematically in accordance with various factors in student development, including student planning, student admission, orientation for new students, student guidance and development, assessment of learning outcomes, and student transfer. This research contributes to the importance of synergy between various managerial factors within the school curriculum in building the effectiveness of programmes aimed at improving graduate quality.

Keywords: Flagship Programme, Graduate Quality, Madrasah Ibtidaiyah

Abstrak

Penelitian kualitatif ini bertujuan untuk mendeskripsikan peran siswa dalam meningkatkan kualitas lulusan melalui program unggulan bernama AHSANU di Madrasah Ibtidaiyah (MI) Walisonggo Kranji 02 Kedungwuni, Kabupaten Pekalongan. Penelitian ini menggunakan metode deskriptif. Data diperoleh melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa manajemen siswa dalam meningkatkan kualitas lulusan melalui program AHSANU di MI Walisonggo dilaksanakan secara sistematis sesuai dengan berbagai faktor dalam pengembangan siswa, antara lain, perencanaan siswa, penerimaan siswa, orientasi bagi siswa baru, bimbingan dan pengembangan siswa, penilaian hasil belajar, serta transfer siswa. Penelitian ini berkontribusi pada pentingnya sinergitas berbagai faktor mangerial kurikulum sekolah dalam membangun efektifitas program peningkatan kualitas lulusan.

Kata Kunci : *Program Unggulan, Kualitas Lulusan, Madrasah Ibtidaiyah*

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INTRODUCTION

Student management is the process of applying various strategies and methods aimed at achieving educational goals and fostering student development. By implementing effective student management, schools can create a conducive learning environment, increase students' active participation in school activities, and maximize the individual potential of each student (Asih and Hasanah, 2021: 205). The importance of coordination among all stakeholders—such as teachers, school staff, and parents—becomes clear at this stage, where close collaboration is necessary to ensure student programs run smoothly, thereby improving the quality of graduates (Miftahur, 2022: 2).

Graduate quality is associated with graduates who achieve high scores (cognitive and psychomotor) and are accepted into higher-quality institutions, while also possessing good character (Firdaus, 2021: 21). Improving graduate quality must be systematically planned using a student management process designed to achieve these outcomes. Student management is a crucial aspect of educational management that must be prioritized to enhance the quality of both inputs and outputs—or graduates—of an educational institution (Fitriyani, 2022: 2).

Graduates are considered high-quality if they possess competencies in cognitive, psychomotor, and affective aspects. This is in accordance with Government Regulation (PP) No. 32 of 2013 concerning National Education Standards, Article 25, paragraph 4, which states that graduate competency standards—encompassing attitude, knowledge, and skills—must be possessed holistically by students (PP, 2013: Article 25, paragraph 4).

This study examines how Madrasah Ibtidaiyah (MI) Walisongo Kranji 02 Kedungwuni, Pekalongan Regency manages students and improves graduation quality through the implementation of the AHSANU (Aktualisasi Hafalan dan Pembiasaan Terpadu) program. Moreover, the research attempts to identify facilitating variables and impediments in the implementation of effective and efficient educational management to yield graduates that meet high-quality criteria.

Before this study, several related studies had been conducted. Afriantoni et al. published research highlighting that educational management is crucial in enhancing the quality of education in schools. Effective planning, organization, and supervision in educational management can enhance the quality of teaching, learning processes, and student achievement (Afriantoni et al. 2025). Gustina et al. published a study examined curriculum development in State Islamic Elementary Schools (Madrasah Ibtidaiyah Negeri) to enhance the quality of education. The findings reveal that curriculum development at Madrasah Ibtidaiyah Negeri has undergone planning, implementation, and assessment stages; however, it has not been executed efficiently. Constraints encompass insufficient teacher comprehension of curriculum creation, absence of administrative support, and poor educational facilities (Gustina et al. 2026).

Amelia et al. examined the obstacles and remedies in the implementation of madrasah education management in contemporary times, emphasizing the enhancement of learning quality and the fortification of student character. The findings indicated that the management of madrasah education is crucial in balancing the preservation of Islamic

ideals with the adaptation to technical advancements and social transformations. The primary obstacles encountered consist of insufficient human resources, technological deficiencies, policy modifications, and inadequate community collaboration (Amelia et al. 2026). Yuniasari published a study concluded that improving learning quality in MI is significantly reliant on the evolution of madrasah principals into visionary instructional leaders. These findings highlight the significance of leadership training, enhanced academic oversight, and the implementation of data-driven management as essential for effective decision-making in madrasahs. The earlier researches have examined educational management at madrasah; however, none have particularly investigated the AHSANU alternative program in connection to the quality of graduates (Yuniasari, 2025).

RESEARCH METHODS

This study employs a qualitative approach using field research. Data collection techniques included non-participatory observation, semi-structured interviews, and documentation. Observations were conducted to gather data on behavior, environmental conditions, and available facilities without directly participating in the subjects' activities. Interviews were conducted using open-ended questions with the school principal, the vice principal for student affairs, homeroom teachers, students, and parents, aided by a recording device to obtain in-depth data regarding student management in improving graduate quality through the AHSANU program at MI Walisonggo Kranji 02 Kedungwuni. Meanwhile, documentation was used to obtain relevant written data, such as administrative documents and institutional profiles, to reinforce the findings from observations and interviews.

Data validity was assessed through source triangulation—by comparing information across informants—and methodological triangulation—by integrating findings from observations, interviews, and documentation—ensuring that the data collected were more accurate and reliable. The data were analyzed using the Miles and Huberman model, which comprises four stages: data collection; data reduction, involving the sorting and classification of data according to research needs; presenting data in narrative form to facilitate the derivation of meaning, and drawing conclusions on an ongoing basis until valid research results were obtained regarding student management in improving graduate quality through the AHSANU program at MI Walisonggo Kranji 02 Kedungwuni.

RESULTS AND DISCUSSION

The AHSANU Programme: Student Management to Improve Graduate Quality at MI Walisonggo Kranji 02 Kedungwuni

Student management in improving graduate quality is a strategic process that encompasses planning, organizing, implementing, and evaluating all activities related to students in educational institutions. The goal is none other than to produce high-quality graduates, both academically and in terms of character. Within the scope of student management, there are several stages, including: 1) Student planning, 2) Student admission, 3) New Student Orientation, 4) Student Guidance and Development, 5) Learning

Outcome Evaluation, and 6) Student Transfer. The research results indicate that student management in improving graduate quality through the AHSANU program at MI Walsionggo Kranji 02 Kedungwuni is implemented through several stages involving various parties.

Fisrt, Student Planning. Student planning is the process of thinking ahead about the steps that need to be taken regarding students at school, from the time they enter school, throughout their time there, until they graduate (Setiawan, 2020: 45). The student planning process at MI Walisonggo Kranji 02 is carried out through several stages, starting with an analysis of student needs, which includes determining the capacity for new students and developing programs to ensure that students become high-quality graduates.

Second, Admission of New Students. The admission of new students is the process of registering and providing services to students who are newly enrolled in school, after they have met the requirements set by the school ahead of the new academic year (Mustari, 2014: 2014). The new student admission policy implemented at MI Walisonggo Kranji 02 Kedungwuni involves fulfilling complete administrative requirements and conducting a readiness assessment of prospective new students.

Third, New Student Orientation. New student orientation is an activity designed to welcome new students by introducing them to the environment and conditions of the educational institution where they will pursue their studies (Hidayat, 2017: 78). This orientation activity is an important component of student management and is conducted at the beginning of the academic year. This activity aims to familiarize students with the madrasah environment, rules and regulations, and school culture, as well as to shape students' character from an early age. At MI Walisonggo Kranji 02 Kedungwuni, the new student orientation is known as MATSAMA (Masa Ta'aruf Siswa Madrasah). This orientation is held over 3 days and includes various activities.

Fourth, Student Guidance and Development. The implementation of student guidance and development constitutes a phase in the execution of the student development plan. In this context, student guidance and development at MI Walisonggo Kranji 02 Kedungwuni encompasses the implementation of learning and academic activities, as well as the development of students' talents and interests. All of these activities aim to improve the quality of graduates in both academic and non-academic aspects.

Fifth, Assessment of Learning Outcomes. Assessment is a crucial stage in the student management cycle. It serves to evaluate the success of the program, identify shortcomings, and formulate follow-up actions to improve the quality of graduates. At MI Walisonggo Kranji 02 Kedungwuni, student management assessments are conducted periodically by the school principal together with teachers and administrative staff. This aligns with Setiawan's theory, which states that the evaluation of learning outcomes is the process of determining students' achievement levels using specific criteria to achieve predetermined learning objectives (Setiawan, 2020: 83). MI Walisonggo Kranji 02 Kedungwuni conducts evaluations of both academic and non-academic activities, as well as implements follow-up actions based on the evaluation results.

Sixth, Student Transfers. A student transfer is the process of moving a student from one school to another, carried out based on specific needs. Transfers may occur due to various factors, such as a move to a more suitable learning environment or considerations regarding the quality of education. Schools must have regulations regarding student transfers. For example, the terms and conditions for students advancing to the next grade or graduating from a school must be clearly defined. Likewise, the terms and conditions for students transferring due to a change of school must also be regulated (Setiawan, 2020: 98).

Student management at MI Walsionggo Kranji 02 Kedungwuni has been carried out systematically in accordance with Setiawan's theory regarding the areas that play a role in student development, namely student planning, student admission, orientation of new students, student guidance and development, evaluation of learning outcomes, and student transfers (Setiawan, 2020: 44). Student management at MI Walsionggo Kranji 02 Kedungwuni begins with student planning, which involves determining the capacity for new students and developing programs to ensure students graduate as high-quality graduates. MI Walsionggo Kranji 02 Kedungwuni also plans the student development process. This is carried out through several stages, such as identifying students' potential, interests, and needs. Subsequently, programs for extracurricular activities, the development of artistic and athletic talents, as well as religious activities are organized.

The next stage is the new student admission process. New student admission is one of the most important student management activities. This is in line with what Badrudin states. There are several aspects that must be considered in new student admission, namely the new student admission policy, the new student admission system, the new student admission criteria, and the new student admission procedures. (Badrudin, 2014: 37). These elements are necessary to serve as guidelines for the implementation of the new student admission process. The new student admission process must be organized in such a way that it runs smoothly until completion.

Next is the process of conducting orientation for new students. New student orientation is an important part of student management carried out at the beginning of the school year. Ritsanah states that student orientation is an activity for welcoming new students by introducing them to the school environment so that prospective students become more familiar with their school and can comply with school rules (Ritsanah, 2022: 73). At MI Walisonggo Kranji 02 Kedungwuni, the orientation for new students is known as MATSAMA (Masa Ta'aruf Siswa Madrasah), and this activity is held over 3 days.

The next stage involves the guidance and development of students. This stage pertains to the implementation of learning activities. Learning activities at MI Walisonggo Kranji 02 Kedungwuni are not limited to teaching general subjects or religious studies alone, but encompass both. This aligns with the theory outlined by Wahyudi, who states that learning implementation must be oriented toward the development of 21st-century competencies, such as critical thinking, collaborative learning, and digital literacy (Wahyudi, 2022: 45). The flagship program implemented at MI Walisonggo Kranji 02

Kedungwuni is AHSANU. The objective of the AHSANU program is for students to be able to fulfill their obligations as Muslims.

Following the mentoring process, MI Walisonggo Kranji 02 Kedungwuni conducted an evaluation of academic and non-academic activities and implemented follow-up actions based on the evaluation results. The academic evaluation was carried out through summative and formative assessments. These assessments covered the cognitive and psychomotor aspects of the students. This aligns with Setiawan's theory, which states that the process of determining student achievement involves using specific criteria to achieve predetermined learning objectives (Setiawan, 2020: 83). The results of the student management evaluation were used to develop improvement programs, such as remedial learning and enrichment.

The final stage is student transfer. Transfers may occur due to various factors, such as a move to a more suitable learning environment or considerations regarding the quality of education. Schools must have regulations regarding student transfers. For example, the terms and conditions for students advancing to the next grade or graduating from a school must be clearly defined. Likewise, the terms and conditions for students transferring due to changing schools must also be regulated (Setiawan, 2020: 98). This indicates that the student transfer policy at SMK Islamiyah Sapugarut is implemented with a responsible approach that is oriented toward student development.

Based on an analysis conducted by researchers at MI Walisonggo Kranji 02 Kedungwuni using data from interviews and observations, it can be concluded that the student management process aimed at improving student discipline at MI Walisonggo Kranji 02 Kedungwuni is influenced by both supporting and hindering factors that affect its implementation.

The supporting factors in the implementation of student management at MI Walisonggo Kranji 02 Kedungwuni are as follows: First, the principal demonstrates visionary leadership and is open to feedback from teachers and parents. Second, MI Walisonggo Kranji Kedungwuni has adequate learning facilities and infrastructure, such as classrooms, a library, teaching aids, and access to basic digital media. Third, there is good communication between teachers and parents. However, there are also inhibiting factors, including a lack of support and participation from parents and differences in students' social backgrounds. Differences in parents' economic, cultural, and educational backgrounds can create challenges in the student management process.

Supporting and Hindering Factors in AHSANU Program

In the implementation of the AHSANU Programme, there are various factors that either support or hinder it. Further details are as follows.

First, Supporting Factors. Several supporting factors identified in this study include, the principal demonstrates visionary leadership and is open to feedback from teachers and parents, the madrasah has adequate learning facilities and infrastructure, such as classrooms, a library, teaching aids, and access to basic digital media, the madrasah is able

to foster good communication between teachers and parents. This is achieved through regular meetings, WhatsApp groups, and communication books.

Second**,** Barriers. Lack of support and participation from students' parents. When parental involvement is low, the student management process becomes less effective, differences in students' social backgrounds. Differences in parents' economic, cultural, and educational backgrounds can create challenges in the student management process.

CONCLUSION

Based on the results of the research conducted by the researcher regarding student management in improving the quality of graduates at MI Walisonggo Kranji 02 Kedungwuni, as outlined in the previous chapters, the researcher concludes that student management at MI Walisonggo Kranji 02 Kedungwuni has been implemented through several stages of student management, including: a) Student planning is carried out by developing a student development program. Planning involves determining the achievement targets of the student activities to be implemented and identifying potential challenges that may arise during these activities; b) Admission of new students; c) Orientation for new students is conducted through MATSAMA (Madrasah Student Orientation Period), which takes place over 3 days; d) Student guidance and development are carried out through instructional activities and academic programs, as well as talent development and extracurricular programs, e) Learning outcome evaluation is conducted by assessing the success of academic and non-academic programs and following up on student evaluation results, f) Student transfers are carried out in accordance with established regulations and include student guidance prior to the transfer. There are also supporting and hindering factors in the implementation of student management to improve graduate quality through the AHSANU program at MI Walisonggo Kranji 02 Kedungwuni.

Furthermore, the student management practices implemented have proven to make a positive contribution to improving the quality of graduates, both academically and in terms of spiritual and character development. Graduates of MI Walisonggo Kranji 02 Kedungwuni demonstrate improved competencies and readiness to advance to higher levels of education. The success of student management depends heavily on the strength of existing supporting factors and the extent to which the school can overcome the inhibiting factors.

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