

IMPLEMENTATION OF STUDENT MANAGEMENT IN BUILDING A POSITIVE CULTURE STUDENTS AT AL-HADI JUNIOR HIGH SCHOOL IN MOJOLABAN, SUKOHARJO

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Article history: received 01 March 2026; revised 15 March 2026; accepted 05 April 2026

DOI: <https://doi.org/10.33751/jhss.v10i1.90>

Abstract. This study aims to describe the implementation of student management in building a positive student culture at Al-Hadi Islamic Junior High School and to identify supporting factors in building a positive student culture. This study uses a descriptive qualitative approach with research methods through data collection techniques including observation, interviews, and documentation with sources such as the principal, vice principal in charge of student affairs, teachers, and students. Data analysis was carried out through the stages of data reduction, data presentation, and conclusion drawing, with data validity testing through source and technique triangulation. The results showed that student management was carried out in a planned, consistent, and coordinated manner through the implementation of school rules, continuous guidance by guidance counselors, the security and order team, intra-school student organizations, and all elements of the school. This implementation was able to form a positive culture that included a culture of discipline, religiosity, 5S, and other positive cultures. Factors supporting success in building a positive student culture include the role of the principal, consistent habits, parental support, and cooperation between all school elements that contribute to student guidance and supervision. The inhibiting factors are uncontrolled use of gadgets and support from parents.

Keywords: Student Management; Positive Student Culture; Al-Hadi Islamic Junior High School.

I. INTRODUCTION

Education is an integral part of human life and a basic need in efforts to improve the quality of life for both individuals and society (Khuluqa, 2024). Through a planned and systematic process, education plays a role in developing the potential, knowledge, skills, and values needed to live a productive and meaningful life (Jakfar et al., 2025). In the education system, a transformation process occurs that guides students to become individuals who are better educated in terms of intellectual, social, emotional, and moral maturity (Pristiwanti & Badariah, 2022). In this context, schools, as educational institutions, have a strategic role in creating an environment that supports the development of a positive student culture (Pasaribu et al., 2025).

The reality is that many schools face challenges in maintaining a positive student culture. Social influences outside of school also have a major impact on the formation of positive character in students. Social media, for example, has become an integral part of life. On the one hand, digital media provides access of information, but on the other hand, it can be a means of spreading values that are contrary to positive character if not properly supervised. Widiyanto et al. (2024) note that high intensity of social media use at an early age has the potential to reduce social empathy and foster individualistic attitudes. Parenting patterns in the family are also an important factor. Many children do not receive moral reinforcement at home, so school becomes the only place for character education. The

inconsistency of values received by students at home and at school causes moral confusion (Fadillah et al., 2025). This condition shows that the formation of a positive culture is very complex so that it cannot be done spontaneously, but requires systematic management through effective and sustainable student management.

Student management is one of the operational areas in the school-based management system that regulates students from the moment school until they graduate (Ferlinda & Mustofa, 2024), making it an important part of the implementation of education in schools. Student management is not just about recording student data (Windy Hapsari & Wildan Shohib, 2026), but has a very broad range of tasks that must consistently help students grow and develop through programs at the school (Thiar Ramadhan, 2025).

Student management includes planning, organizing, implementing, and supervising student activities, both academic and non-academic. Student management also functions as a control system that ensures every student activity runs properly (Gunadi et al., 2025). Therefore, when these programs are implemented consistently, the positive values that emerge have the potential to develop into a deep-rooted positive culture.

A good culture in education plays an important role in developing students' character and mindset to create a safe, open, and supportive school environment for all students. (Judijanto, 2025). A positive culture that is consistently applied

in schools can increase student participation and foster better relationships between teachers and students. These relationships are very important for creating a positive learning environment and supporting the overall development of students (Ngozi et al., 2025).

A positive moral culture has a significant impact on educational success. Schools with a good culture usually produce students who demonstrate attitudes and behaviors that support positive values such as integrity, discipline, respect, responsibility, and mutual respect in the educational environment. (Wanti & Darmawan, 2024). This culture is formed not only from rules formulated by the school, but also from habits, examples set by teachers, and the participation of parents and the community in supporting student character development. The implementation of a good moral culture in schools aims to produce students who are not only academically intelligent but also emotionally and socially mature (Warni, 2025).

At SMP Islam al-Hadi, student programs have been designed and implemented in a structured manner as an effort to building a positive student culture. Based on initial observations, these programs have had a significant impact on improving discipline, religious attitudes, and student responsibility in everyday. Study to understand how the implementation of student management can effectively support the formation of a positive student culture.

Previous studies tended to focus on the implementation of student management in building certain characters. For example, Afief Thiar's research states that student management plays an important role in building the character of junior high school students (Thiar Ramadhan, 2025). Ulpah's research explains the contribution of student management in improving the discipline of vocational high school students (Nupusiah et al., 2023). However, studies that view positive culture as an integrative result of the overall student management process are still relatively limited, especially in the context of Islamic junior high schools in the Mojolaban Sukoharjo area. This study presents a result by placing positive culture as a collective construction that is built through the stages of planning, organizing, implementing, and evaluating student management in an integrated manner.

This study on the implementation of student management in building a positive culture students at Al-Hadi Islamic Junior High School in Mojolaban, Sukoharjo, generally aims to describe the implementation of student management in building a positive culture students at Al-Hadi Islamic Junior High School in Mojolaban, Sukoharjo, and to understand the factors that support and hinder success in building a positive culture students at Al-Hadi Islamic Junior High School in Mojolaban, Sukoharjo.

The urgency of this research lies in the importance of strengthening student management as the foundation for forming a sustainable positive culture and identifying the factors that support and hinder the successful implementation of student management in building a positive culture students at Al-Hadi Islamic Junior High School. The results of this study are expected to be a practical reference for schools in developing more effective student guidance strategies, developing academic studies in the field of educational

management, particularly related to student management and school culture.

II. RESEARCH METHODS

This study applies a descriptive qualitative method, qualitative research is a way of conveying information through narratives that aim to describe and illustrate the meanings of various phenomena, symptoms, and specific social conditions (Waruwu, 2023). This study aims to obtain information and analyze it in depth to understand the implementation of student management in building a positive culture students at Al-Hadi Islamic Junior High School in Mojolaban, Sukoharjo. The subjects of this study include the principal, vice principal in charge of student affairs, teachers, and students selected according to the research data requirements. The data collection techniques in this study were observation, interviews, and documentation. The data analysis process developed and refined the interaction model proposed by Miles and Huberman with data reduction, data presentation, and conclusion drawing (Qomaruddin & Sa'diyah, 2024). In the reduction phase, information relevant to the core research will be selected and simplified. This information will then be presented in a structured narrative description to make it easier to understand. In the final phase, conclusions will be drawn based on patterns, themes, and relationships between findings related to the implementation of student management in fostering a positive student culture and the factors that support its success. Data validity is tested through source triangulation and technique triangulation.

III. RESULT AND DISCUSSION

Implementation of Student Management in Building a Positive Student Culture at Al-Hadi Islamic Junior High School.

The purpose of student management is to ensure that all activities carried out by students run smoothly, orderly, and properly and to achieve educational goals at school (Zidane & Shohib, 2025). SMP Islam Al-Hadi not only aims to produce students who excel in academic achievement but also aims to develop students to become a generation of Muslims who are kaffah. In realizing this goal, SMP Islam Al-Hadi needs to instill a positive culture in every student.

The formation of a positive culture students at SMP Islam Al-Hadi is inseparable from the implementation of good and structured student management as a whole. Its implementation begins with planning, organizing, executing, and controlling. Every program and activity carried out by all students is carefully planned from start to finish. The school program is structured to facilitate all student activities in order to optimize the academic potential, attitude, and character of students in a balanced manner.

In line with the positive culture that has been implemented in the school, student development begins from the start through the New Student Admission (PPDB) process. This is in based with the statement from one of the teachers, "Before the children begin their studies, there is usually an introduction to the school, called taaruf. There, the school programs are

explained, the rules and regulations are distributed, and the positive culture that must be followed is explained." The school has clearly and openly informed all students about the programs and regulations at Al-Hadi Islamic Junior High School that must be followed. These regulations are not only communicated to students, but parents are also informed of the rules that must be followed at Al-Hadi Islamic Junior High School as part of their shared responsibility in educating students.

The organization at Al-Hadi Islamic Junior High School is structured and clear. The division of tasks ensures that the positive culture building program runs effectively. The principal acts as the person in charge, the vice principal for student affairs acts as the coordinator, and they are supported by guidance and counseling (BK), the security and order team (KAMTIB), teachers, and the intra-school student organization (OSIS). Each has a role in character building and student discipline as part of the formation of a positive culture at school. The OSIS is responsible for driving activities, managing facilities, schedules, and other resources in a planned manner (Muhajir, 2021). With the OSIS, teachers and the student affairs department are greatly assisted, so that teachers only need to accompany and supervise all student activities to ensure they run smoothly. The vice principal in charge of student affairs said, "The main task of student affairs is to supervise and ensure that activities related to all students run properly. Student affairs is assisted by BK, and there is also the KAMTIB team, which handles daily order. BK is more focused on handling and guiding students."

In addition to providing personal guidance to students, the guidance and counseling (BK) department also consistently provides ongoing guidance and counseling to students. BK routinely conducts guidance in the classroom every week for one hour. Therefore, BK teachers can more easily understand the overall character of students, so that problems can be handled more quickly and appropriately.

In implementing the formation of a positive culture, these activities are carried out every day from the time students arrive at school until they go home. Through observation and interviews, researchers found that the formation of a culture of discipline was already evident from the moment students entered the school environment, especially in terms of attendance. The vice principal in charge of student affairs said, "We are accustomed to arriving at school at 6:45 a.m. After that time, we are considered late." This motivates students to prepare early so they can arrive on time. Every morning, teachers and student council members who are on duty welcome the students and check their attendance in accordance with the school rules.

Discipline in the implementation of rules and regulations is supervised by the KAMTIB team and the student council in collaboration with the teachers at Al-Hadi Islamic Junior High School. Violations committed by students will be dealt with immediately and gradually so that they do not develop into more serious problems. If a violation occurs in the classroom, the teacher will deal with it immediately by reprimanding and advising the student. Meanwhile, violations that occur outside the classroom will be given violation points and followed up the next day during the morning assembly.

Every time they enter school, students are required to perform the dhuha prayer first. After the dhuha prayer, when the *asmaul husna* is played, they automatically leave the classroom for the morning assembly, where the teachers provide daily guidance so that the students' characters will be formed. Then, before starting their lessons, they read *al-maksurat* and *murojaah* as a form of instilling a culture of love for the Qur'an. The Dhuhr and Asr prayers are also performed in congregation every day, and it is customary to perform *sunnah* prayers before and after the *fardhu* prayers. These activities are carried out every day so that students become accustomed to them and a religious culture is formed at Al-Hadi Islamic Junior High School.

The 5S culture (smile, greet, say hello, be polite, and be courteous) is also consistently applied at Al-Hadi Islamic Junior High School as part of character development and positive culture students. Its application can be seen in daily habits, such as greeting and shaking hands with teachers when meeting them, speaking politely to teachers and parents, and using polite language in every conversation. Students are also accustomed to greeting at the beginning of the lesson and saying thank you after the lesson is over. This habit is carried out consistently so that the values of politeness and respect are strongly embedded in the students.

To train students' confidence, Al-Hadi Islamic Junior High School also has activities in the form of *muhadoroh* or lectures given by students independently and listened to by other students and teachers. Each session involves 5 male students and 5 female students giving lectures. *Muhadoroh* is conducted separately for male and female students, with male students taking place at the Al-Hadi Islamic Junior High school mosque Al-Hadi, while female students are placed separately in the school hall. The lectures are held every Saturday. This trains students' courage and independence.

As a form of supervision of the student program, the school conducts regular and continuous evaluations. Evaluations are not only carried out at the end of the school year through work meetings involving teachers and all divisions, but also conditionally as needed when problems or issues that must be resolved immediately are found. These evaluations aim to assess the level of program achievement, identify obstacles that arise in its implementation, and formulate appropriate improvement measures to increase the effectiveness of student management in the following period. The implementation of planned, consistent, coordinated, and habit-based student management plays an important role in building positive student characteristics, such as discipline, responsibility, independence, religiosity, politeness, honesty, cooperation, and social awareness (Arif Nugraha et al., 2023).

Overall, the implementation of student management at Al-Hadi Islamic Junior High School has shown positive results in building a more disciplined, orderly, religious, and conducive school culture. This positive culture can be seen from the growth of students' awareness to maintain their attitudes and behavior.

Implementation of Student Management in Building a Positive Culture for Students at Al-Hadi Islamic Junior High School

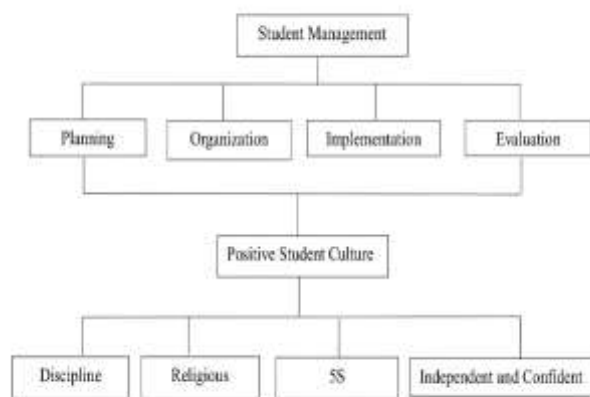


Figure 1. Concept Map

Factors that support and hinder success in building a positive culture for students at Al-Hadi Islamic Junior High School.

One of the factors for success in education at an institution is the role of the principal in managing the education system (Jannah & Wahyuningsih, 2024). The principal has primary responsibility for organizing educational activities, managing school administration, providing guidance to other educators, and managing and maintaining educational resources (Najah & Syukri, 2024). A good principal must, of course, be a role model for teachers, staff, and students at the school. In line with the principal's statement that in building a positive culture, exemplary behavior is the main strategy, he also emphasized the importance of presenting oneself as a role model by participating in various activities and demonstrating behavior that is in line with the values instilled.

Habits that are practiced consistently and continuously are also factors that support the formation of a positive culture in students (Marwiyati, 2020). Habits essentially include experiences that are carried out consistently and repeatedly (Ayuni, 2022). In line with the statement of the vice principal, he stated, "When children enter Al-Hadi Junior High School, they are accustomed to such habits, so that when there are any activities, they are fairly easy to manage." As proof, one of the students stated that the rules and habits practiced at school were not restrictive, but rather made students more controlled.

Parental support also greatly influences the formation of a positive student culture. Schools need to establish good communication with parents in order to create synergy between parents and schools in educating students (Shafirly Aliva et al., 2025), thereby strengthening the results of guidance at school. Support is present when communication between the school and parents runs well, and communication between the school and parents is carried out properly and in an organized manner through the homeroom teacher as the liaison.

Synergy between the principal, vice student affairs, homeroom teachers, guidance and counseling teachers, the KAMTIB team, teachers, the student council, and all elements of the school greatly contributes to strengthening the student guidance and supervision system. This condition creates a supportive school environment, which enables the internalization of positive values to take place consistently, making it easier to establish and maintain a positive culture in the school environment (Martinson et al., 2023).

The factor that hinders the success in establishing a positive student culture is the mindset of students due to the uncontrolled use of gadgets. Although gadgets are not allowed at school, in today's digital world, the use of gadgets cannot be separated from daily life. Improper use without control can make gadgets a bad thing. Then there is the lack of support from parents in student development. Many parents support student development and communicate well with the school, but there are also parents who do not support the student development process. Therefore, student affairs require more in-depth efforts to understand the individual conditions of each student. According to the deputy principal for student affairs, "one of the factors that hinder the success in forming a positive student culture is the uncontrolled use of gadgets, which can greatly affect children's mindsets and development today, followed by the factor of lack of support from parents."

IV. CONCLUSIONS

The implementation of student management in building a positive student culture at Al-Hadi Islamic Junior High School cannot be separated from the implementation of good and structured student management as a whole, from planning, organizing, implementing, to controlling. Every program and activity carried out by all students is carefully planned from start to finish. The implementation of positive student culture is carried out every day from the start of school until the end of the school day, so that positive student cultures can be formed, such as a culture of discipline, religiosity, 5S, and other positive cultures. As a form of supervision of student programs, the school conducts regular and continuous evaluations. Evaluations are not only carried out at the end of the school year, but also conditionally as needed when problems or issues that must be resolved immediately are found. Factors that support success in building a positive culture students include the role of the principal in managing the education system well and his commitment to building a positive culture at school. Consistent habits are also a factor that supports the formation of a positive culture students. Then there is the support of parents and good communication between parents and the school to educate students together. Cooperation between the principal, vice principal in charge of student affairs, homeroom teachers, guidance and counseling teachers, the KAMTIB team, teachers, the student council, and all elements of the school greatly contributes to strengthening the student guidance and supervision system. The inhibiting factors are the uncontrolled use of gadgets and a lack of support from parents.

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