

# The Implementation of Student Affairs Management Functions in Fostering Discipline Among Students: A Case Study at MA Al-Huda Pameungpeuk, Bandung Regency

**Fahrul Firmansyah**

Institut Agama Islam Persis Bandung, Indonesia

Email: [fahrulfirmansyah9cp1@gmail.com](mailto:fahrulfirmansyah9cp1@gmail.com)

**Muhammad Iqbal Faturahman**

Institut Agama Islam Persis Bandung, Indonesia

Email: [Elmumtaz06@gmail.com](mailto:Elmumtaz06@gmail.com)

**Roni Nugraha**

Institut Agama Islam Persis Bandung, Indonesia

Email: [roninugraha@iaipibandung.ac.id](mailto:roninugraha@iaipibandung.ac.id)

## ABSTRACT

Penelitian ini mengkaji implementasi fungsi manajemen kesiswaan berbasis kerangka POAC (Planning, Organizing, Actuating, Controlling) dalam membentuk karakter kedisiplinan peserta didik di MA Al-Huda Pameungpeuk, Kabupaten Bandung. Persoalan ketidaksiplinan siswa di satuan pendidikan menengah merupakan gejala sistemik yang tidak cukup ditangani secara reaktif-punitif semata, melainkan membutuhkan konstruksi manajerial yang terencana dan terstruktur. Menggunakan pendekatan kualitatif deskriptif dengan teknik observasi partisipatif, wawancara mendalam terhadap enam informan kunci, serta dokumentasi program, penelitian ini mengidentifikasi delapan program unggulan kesiswaan yang dikelola secara sistematis melalui keempat fungsi manajemen. Hasil penelitian menunjukkan bahwa perencanaan program mencakup tiga lapisan: operasional (tahunan, bulanan, harian), strategis (berbasis visi-misi madrasah), dan finansial (penyusunan anggaran kegiatan). Pengorganisasian berlangsung dalam dua moda: langsung oleh Wakamad Kesiswaan dan partisipatif melalui pelibatan OSAKA (OSIS dan

Pramuka). Pelaksanaan program terbagi atas basis proyek dengan jadwal tetap dan basis partisipatif yang melibatkan seluruh pemangku kepentingan madrasah. Pengawasan dilakukan secara internal melalui evaluasi periodik dan pemantauan berbasis data rekapitulasi. Temuan paling signifikan adalah bahwa keteladanan personal Wakamad Kesiswaan bekerja sebagai katalis utama pembentukan karakter, melampaui efektivitas regulasi formal semata. Keterbatasan struktural seperti ketiadaan gerbang fisik sekolah justru mendorong inovasi manajerial berbasis kepercayaan dan budaya sekolah.

**Keywords:** *manajemen kesiswaan, karakter kedisiplinan, POAC, madrasah aliyah, pendidikan Islam*

### Introduction

The discipline crisis in secondary schools is not merely an individual issue that can be resolved through personal sanctions. It is a symptom of systemic failure in the school management structure. Research conducted by Subaidi (2023) in the *Journal of Education and Teaching (JET)* Vol. 4 No. 2 shows that the level of student indiscipline is significantly correlated with the quality of student management practices implemented, not merely with the family's socioeconomic background. This finding debunks the common assumption that discipline is a domestic matter that falls entirely on the parents.

A deeper paradox emerges when we examine the landscape of senior high madrasahs in Indonesia. These institutions bear dual expectations: to produce graduates who are both academically competent and possess Islamic character. However, many madrasahs operate with infrastructure limitations that are not merely suboptimal but structurally hinder basic oversight functions. MA Al-Huda Pameungpeuk, the focus of this study, faces extreme conditions: a three-story building without a school gate, flanked by a highway and the Cisangkuy River. The absence of a gate in the context of student management is not merely a lack of facilities. It is the elimination of one of the most elementary physical control mechanisms in school governance.

This issue raises a more pressing epistemological question: does the development of a disciplined character depend on physical and structural control, or can it be fostered through cultural and managerial practices? This question is not merely academic. The answer determines

the direction of national education policy investments: do we build fences or build a culture?

This study aims to answer that question by systematically examining how student management functions (planning, organizing, implementing, and supervising) are implemented at MA Al-Huda Pameungpeuk in an effort to foster discipline among students, including how infrastructure limitations are addressed through managerial and cultural innovations.

### Methods

This study employs a descriptive qualitative approach, chosen based on the epistemological consideration that the phenomenon of character development cannot be reduced to mere numbers without losing its most substantive dimensions of meaning. The research location is MA Al-Huda Pameungpeuk, located at Jl. Sindangreret No. 11, Pameungpeuk District, Bandung Regency, an A-accredited senior high school (madrasah aliyah) established in 1985 under the auspices of the Persatuan Islam (Persis) foundation.

Data collection was conducted using three mutually triangulating instruments. First, observation in three forms: participatory (direct involvement in activities), overt (with notification to the subjects), and unstructured (to capture unexpected dimensions). Second, in-depth interviews with six key informants selected through purposive sampling: the Deputy Head of Student Affairs (Ustadz Acep Luthfi Hanip, S.Pd.), the Guidance Counselor (Ustadz Taufik Ginanjar, S.Psi.), an Administrative Staff member (Ms. Isna Nur'aini Qolbi), and three students from different classes and backgrounds. The selection of this combination of informants from different hierarchical levels was designed to avoid *confirmatory bias*, which often weakens school management studies that rely solely on the leadership's perspective. Third, program documentation includes activity proposals, budget lists, meeting minutes, summaries of violations, and program schedules.

Data analysis followed the interactive model proposed by Miles, Huberman, and Saldaña (2014) through three iterative stages: data reduction (identifying themes and patterns from the raw data), data

presentation (organizing findings into an analytical narrative), and drawing conclusions through iterative verification. Data validity was ensured through source triangulation and triangulation of data collection techniques.

## **Results and Discussion**

### **Planning: Layered Program Architecture**

The Deputy Head of Student Affairs at MA Al-Huda Pameungpeuk has designed eight flagship programs: Faith and Piety Development Night (MABIT), Madrasah Duty Rounds, Discipline Checks, Basic Leadership Training (LDK), Flag Ceremony, Establishing the Habit of Performing the Noon and Friday Prayers, Socialization of School Rules, and Bantara Training. These programs do not stand alone as separate events but rather form an interconnected character-building ecosystem that complements one another.

An analysis of the planning documents reveals three layers of architecture operating simultaneously. The operational layer includes daily planning (duty shifts, spot checks, prayer routines), weekly planning (flag ceremonies, weekly inspections), and annual planning (MABIT, LDK, Bantara Training, orientation on school rules). The strategic layer connects each program to the madrasah's "TENAR" vision (Exemplary, Existing, Comfortable, Reliable, Religious) and its mission to develop academic potential through the cultivation of discipline. The financial layer is evident in the budget plan details: MABIT (Rp 1,788,000), LDK (Rp 2,187,000), Bantara Completion (Rp

5,664,000)—figures that demonstrate planning grounded in budgetary reality, not merely programmatic aspirations.

What is theoretically interesting is that planning at MA Al-Huda follows the logic of *backward design*: it starts with the desired character profile (disciplined, responsible, religious), and then designs a program that is causally capable of producing that profile. This differs from the *forward design* planning model common in other schools, where the program is designed first and is then expected to implicitly produce certain character traits.

### **Organization: A Participatory Model of Authority Distribution**

The organization of student programs at MA Al-Huda operates in two modes that are structurally distinct yet complementary. First mode: The Deputy Head of Student Affairs acts as the sole decision-maker with direct control, as seen in the Jaga Piket and Discipline Raids programs. The second mode: The Deputy Head of Student Affairs serves as the system architect who delegates operational authority to OSAKA (Student Council and Scouts), as seen in MABIT, LDK, and the Bantara Achievement Program, all of which feature fully documented committee structures.

This model of delegating authority to OSAKA is not merely about managerial efficiency. It is a tool for character education in and of itself. When students are entrusted with conducting inspections of their peers, managing committee responsibilities with a real budget, or taking turns leading prayers, they do not merely learn about discipline through instruction—they experience discipline through their roles. This aligns with the principle of experiential character education (1>experiential character education1) outlined by Lickona (2004) in 1>Character Matters1: lasting character is not taught, but practiced.

A key finding worth noting: the committee structure outlined in the program document reflects a systematic rotation among grades (the flag-raising ceremony rotates from 12th grade to 10th grade, and the Friday prayer leader rotates weekly). This rotation ensures an equitable

distribution of responsibilities and prevents certain students from monopolizing leadership roles—a design that implicitly fosters procedural justice.

### **Implementation: Between Formal Regulations and Personal Example**

Program implementation data reveals two systems operating simultaneously but with different mechanisms of influence. The first system is formal regulation: a code of conduct comprising 17 articles on prohibitions and a tiered system of sanctions (verbal warnings, parent-teacher conferences, written warnings I-II-III, suspension, and expulsion). This system documents every violation in a point book, with a summary of tardiness and absences serving as the basis for periodic evaluations.

The second finding—and this is the most significant finding of this study—is the personal example set by the Deputy Head of Student Affairs. Guidance Counselor Ustadz Taufik Ginanjar accurately described this: *"Because of the examples he sets for the students, combined with his engaging communication skills, he is able to reach some students who might not be reached by other teachers."* Student Chairul Ismet (Grade 11 IIK) added to this perspective by referring to the students' *"act of imitating"* the ethics and manners displayed by the Deputy Head of Student Affairs.

These findings reinforce the argument put forward by Bandura (1977) in *Social Learning Theory*: the most effective social learning occurs through the observation and imitation of role models. In a school setting, a teacher who practices what they preach is more effective than a thousand written rules. A summary of disciplinary data from MA Al-Huda shows a downward trend in tardiness and uniform violations over time an indicator, though not conclusive, that a combination of formal regulations and personal modeling produces gradual and consistent behavioral change.

The sanctions imposed deserve critical scrutiny. Unlike conventional punitive measures, the sanctions at MA Al-Huda are designed to have educational value: students who arrive late are required to read the Quran, clean the school grounds, or engage in light exercise.

This sanction design follows the principle of *restorative justice* in education, viewing sanctions as a mechanism for behavioral reconstruction, not merely a punitive measure.

### **Oversight: Data-Driven Internal Control Systems**

Supervision within the MA Al-Huda student management system operates through three layered mechanisms. First, real-time supervision by the Vice Principal for Student Affairs during program implementation (present on-site until completion, directly overseeing the entrance gate during arrival hours). Second, document-based supervision through the compilation of data on tardiness, absences, and violations of dress code, hair regulations, and smoking rules by class and period. This summary data serves as a managerial dashboard that enables the identification of patterns and targeted interventions. Third, post-implementation program evaluation that explicitly uses the concept of *evaluating and appraising*: every major program concludes with an evaluation session to improve the program for the following year.

The structural limitations mentioned earlier—the absence of physical gates—paradoxically necessitate more sophisticated managerial innovations. Without gates as physical control points, supervision must shift from *exclusion-based control* mechanisms (preventing students from leaving via physical barriers) to *presence-based monitoring* mechanisms (actively monitoring and recording attendance through duty officers focused on documentation). This shift, though forced by limited conditions, results in a pedagogically healthier monitoring system because it encourages the internalization of norms rather than reliance on external control.

### **Impact on Character Development: Qualitative Evidence**

The six informants interviewed consistently reported observable behavioral changes. Muhammad Imam Mulhakim (Grade 12 IIK) stated that the habit of punctuality, cultivated through the duty roster program and late arrival penalties, has become an integral part of his daily life outside of school: *"Time management is crucial, no matter where you are."* Ms. Isna Nur'aini Qolbi, an administrative staff member and

madrasah alumna, offered a valuable longitudinal perspective: many students who previously struggled with tardiness and inactivity showed significant improvement after fully participating in the student program.

Ihsan Maulana (11th Grade Social Studies 1) added a dimension of value transfer that extends beyond the school walls: *"It's not just about following the rules at school; when we're out in the community, we can also follow the rules that are in place."* This statement indicates that the student program at MA Al-Huda does not merely produce situational compliance (discipline only when supervised), but rather the internalization of values that transcend specific contexts—which is the most authentic sign of true character development.

Nevertheless, it is important not to overinterpret these data. The reported changes are qualitative in nature and have not yet been verified through rigorous longitudinal measurements. This study cannot claim a deterministic causality between student programs and character changes; family factors, social environment, and individual variables remain uncontrolled moderators. What can be claimed is: there is a consistent temporal correlation between exposure to systematic student programs and behavioral changes reported by various informants from different perspectives.

## Conclusion

This study found that the implementation of student management functions at MA Al-Huda Pameungpeuk fosters discipline among students through mechanisms that are more complex than mere rules and sanctions. Four key findings should be highlighted.

Effective planning of student programs requires a multi-layered framework: operational (daily, weekly, and annual routines), strategic (alignment with the madrasah's vision), and financial (realistic budgeting). These three layers are mutually supportive, and the absence of any one of them will weaken the cohesion of the system as a whole.

The organizational structure that delegates operational authority to students through OSAKA is not merely an efficiency strategy, but a character education tool in and of itself. The real responsibilities students

assume in carrying out the program serve as a medium for character education that cannot be replaced by classroom instruction.

The implementation of the program confirms that formal regulations and personal example function as two mutually dependent variables. Regulations without personal example result in fragile, superficial compliance; personal example without regulations lacks a sufficient framework to ensure consistency. The combination of the two, as practiced by the Deputy Head of Student Affairs at MA Al-Huda, produces an impact that exceeds the effects of each component separately.

Infrastructure limitations (the absence of physical gates), which were initially identified as barriers, have in fact spurred innovation in surveillance models: from physical exclusion to active, participatory monitoring. This finding is theoretically relevant to school management policies: physical limitations do not necessarily correlate with managerial limitations when addressed with creativity and sufficient leadership commitment.

Recommended directions for further research include longitudinal studies measuring the persistence of disciplinary traits after graduation, comparative studies with madrasahs that have more comprehensive infrastructure to test the hypothesis that constraints drive innovation, and the development of valid and replicable instruments for measuring disciplinary traits.

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