

Student Management in Improving The Quality of Graduates at Mts Islamiyah Barbaran

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ABSTRACT

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Student management is the arrangement of all student activities related to the proces from the time students enter to the time they leave. Student management activities are part of on educational institution. Student management activities are also an important part that must be considered in its implementation. This paper raises the title of student answer the question of haw student management improves the quality graduates at MTs Islamiyah Barbaran and what are the supporting and inhibiting factors in improving the quality of graduates. The purpose of this reseacrh is do describe and analyze the role of student management in improving the quality of graduates at MTs Islamiyah Barbaran. Student management is an important part of educational management, encompassing planning, organizing, implementing, and supervising all student activities throughout the educational process. Through a qualiative approach, data was collected through observation and interviews with the principal, the deputy principal for curriculum, the deputy principal for student affairs, administration, and students. The results show that student management at MTs Islamiyah Barbaran has been implemented systematically, starting from the new student admission process, character development, academic guidance, to the management of guidance and counseling. These efforts contribute to improving academic achievement, discipline, and the readiness of graduates to continue their education to a higher level. With effeective management, the madrasag is able to produce graduates who excel not only in cognitive aspects, but also in affective and pyschomotoror aspects.

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Introduction

One of the essential requirements for the implementation of education is the presence of students, who constitute an input component within the educational system. Students are one of the key inputs that determine the success of the educational process. Without students, the teaching and learning process would not occur (Acep et al., 2021). This is because students are the ones who need instruction, while teachers merely strive to fulfill the educational needs of the students. From the explanation above, it can be concluded that students are one of the active human resources who possess enthusiasm

and the potential to develop their creativity in various fields. In addition, students are also the future successors of the ideals of the Indonesian nation in maintaining progress and development (Syafaruddin et al., 2022). The existence of students as a component of education is highly essential, especially considering that in the implementation of educational activities in madrasahs, students function both as subjects and objects in the transformation process of knowledge and skills (Mutasyarifin, 2025). Therefore, quality student management is greatly needed within educational institutions.

Student management is a process of administering all matters related to students in a school, starting from planning, student admission, guidance and development during their enrollment, until they complete their education (Izzati et al., 2024). This process is carried out through the creation of a conducive learning environment that supports effective teaching and learning activities. In this context, student management plays a strategic role in creating a positive learning atmosphere and supporting the achievement of educational goals, namely producing quality graduates (Faizah et al., 2025). The quality of graduates is one of the primary indicators of the success of an educational institution. Graduate quality can be defined as the level of graduates' competence in mastering knowledge, skills, attitudes, and competencies (Haqqi et al., 2024).

Many educational institutions still face various challenges in managing their students. One of these challenges is ensuring that students are not only academically excellent but also possess character values and adequate social skills to face real-life situations (Sanjani et al., 2024). Secondary educational institutions such as MTs Islamiyah Barbaran have an important role in shaping young generations who excel academically while also demonstrating noble character. One notable example worthy of study is MTs Islamiyah Barbaran, a secondary educational institution located in a rural area, yet capable of producing graduates who are competitive with those from equivalent schools both in the surrounding region and in urban areas (Arifin, 2022).

An effective student management system is therefore highly necessary. Such a system should be capable of integrating academic approaches, character development, and the inculcation of Islamic values. For instance, this may include the implementation of mentoring programs involving teachers as advisors, the optimization of the role of the intra-school student organization (OSIM), as well as strengthening cooperation with parents in supporting children's educational processes (Fahmin et al., 2024). Currently, the demand for quality graduates from educational institutions, particularly madrasahs, has become increasingly urgent due to the rapid growth of educational institutions. This condition has intensified competition in the job market in accordance with the needs of school or madrasah stakeholders. The success of improving educational quality remains a major goal and expectation for all Islamic educational institutions.

Educators and madrasahs share the objective of ensuring that every student becomes a quality graduate, both academically and non-academically. Consequently, parents and communities tend to choose educational institutions that are considered capable of guaranteeing student quality (Tharaba & Mukhibat, 2020). However, in the context of the global community, educational institutions are also required to produce graduates who are relevant to the demands of contemporary developments. To address these demands, maximum efforts from school management are necessary. One of the key managerial activities is student management aimed at improving the quality of graduates.

Students' needs in developing themselves are certainly diverse. On one hand, students aspire to achieve academic success; on the other hand, they also seek success in social interaction with their peers, and some even aspire to succeed in all aspects of life.

Therefore, well-managed student services are required. Student management seeks to fulfill the need for such quality services, beginning from the students' registration in the madrasah until they complete their studies.

The existence of student management is highly essential in educational institutions in order to regulate and direct students toward becoming better individuals through efficient and effective handling. Educational institutions should not merely accommodate students without clear management, but rather provide systematic management so that the outcomes of the institution can truly be realized in the form of humane and well-developed individuals. Therefore, effective student management greatly influences the quality of a school's graduates.

Method

This study employed a qualitative research approach, which aims to understand phenomena experienced by research subjects, such as behavior, perceptions, motivations, actions, and others, holistically through descriptive methods in the form of words and language within a specific natural context by utilizing various scientific methods (Tomaszewski et al., 2020). The qualitative research approach was chosen because the purpose of this study is to examine how student management contributes to improving the quality of graduates at MTs Islamiyah Barbaran (Busetto et al., 2020). Meanwhile, the type of research used within this qualitative approach is field research (Fernandes et al., 2025). Field research emphasizes the collection of data based on the disclosure of information provided by informants, where the collected data are presented in the form of words, descriptions, and images rather than numerical data (Cole, 2024).

Results and Discussion

Student Management in Improving the Quality of Graduates at MTs Islamiyah Barbaran

The process of student management in an educational institution plays an essential role in supporting and fulfilling students' learning needs so that teaching and learning activities can be carried out effectively and efficiently, enabling the educational institution to achieve its goals optimally (Mufidah et al., 2025). Student management includes student planning, organizing, supervision, development, and evaluation. These processes are implemented systematically and in accordance with the expected educational objectives. This indicates that evaluation is used not only as an assessment tool, but also as a means of guidance and mapping the success of the educational process within the madrasah (Sahroni & Subroto, 2022). Student management is highly important in educational institutions because it aims to ensure fair and equal educational services, foster students' holistic development, and cultivate discipline, responsibility, and independence.

The improvement of educational quality cannot be separated from effective student management. To produce quality graduates, educational institutions must be capable of managing students properly. MTs Islamiyah Barbaran has implemented comprehensive student guidance and mentoring covering academic, character, religious, and emotional aspects (Muttaqin, 2023). These efforts are carried out not only by subject teachers but are also supported by homeroom teachers. All of these elements become integral parts of improving the quality of graduates who are not only intellectually competent but also morally and spiritually mature (Ahmad Hafiz Pratama et al., 2024). Improving the quality of graduates does not stop at planning, organizing, and guidance alone; evaluation also plays a very important role in measuring the extent to which previously established goals have been achieved and in identifying weaknesses and shortcomings for future improvement.

Supporting and Inhibiting Factors in Improving the Quality of Graduates at MTs Islamiyah Barbaran

In efforts to improve the quality of graduates, attention must be given to various aspects that directly or indirectly influence the educational process. Graduate quality is not determined solely by academic competence, but also by students' character, morals, and life skills. Therefore, it is important to identify supporting factors that strengthen the educational process as well as inhibiting factors that must be addressed so that educational goals can be achieved optimally.

a. Supporting Factors

1. The Role of the Principal

The principal is responsible for all school activities, both academic and non-academic. In addition, the principal serves as the policy maker within the madrasah who must maximize institutional functions and direct them toward achieving educational goals in order to improve the quality of education. Therefore, the role of the principal becomes one of the supporting factors in improving graduate quality. The role of the principal in student management cannot function optimally without strong leadership. The principal acts not only as an administrative leader but also as an agent of change and a builder of a conducive learning environment.

2. Competence of Educators and Educational Staff

The competencies possessed by educators and educational staff generally indicate a good level of quality that supports both the learning process and overall madrasah management. From the pedagogical aspect, most teachers are capable of designing and implementing learning approaches that suit students' needs. Teachers apply learning methods that actively involve students in the teaching and learning process.

From the professional competence perspective, teachers demonstrate strong mastery of subject matter. Meanwhile, their social competence is reflected in positive relationships between teachers and students, colleagues, and parents. Teachers are able to become role models and establish constructive communication both within the madrasah environment and outside the classroom. In terms of educational staff, administrative personnel and office staff demonstrate effective performance in supporting the smooth administration of education. They are able to carry out their duties systematically and responsively toward the needs of teachers and students. To improve the quality of graduates, educational institutions must also have competent educators and educational staff. Competent teachers are those who master the knowledge they teach and possess expertise in their respective fields.

3. Integrated Curriculum

At MTs Islamiyah Barbaran, the implementation of an integrated curriculum has been carried out in various aspects of learning, particularly through the integration of the national curriculum with Islamic values and local wisdom. In the learning process, teachers not only deliver material according to competency standards and basic competencies from the Merdeka Curriculum (or Curriculum 2013, depending on the curriculum applied), but also integrate moral values, Islamic character education, and religious reinforcement into every lesson. For example, in science subjects, teachers incorporate relevant Qur'anic verses

related to the learning topics and provide examples connected to daily life from an Islamic perspective.

The implementation of an integrated curriculum at MTs Islamiyah Barbaran has proven to be one of the key factors in improving graduate quality. By harmoniously combining general and religious curricula, students gain not only strong academic knowledge but also solid moral and spiritual values. This approach helps shape graduates who are intellectually capable, morally upright, and prepared to face challenges in higher levels of education and community life.

4. Discipline and Madrasah Culture

Discipline and madrasah culture also become important supporting factors in improving graduate quality. Positive habits and cultures that have been developed, such as the practice of smiling, greeting, and showing courtesy, as well as implementing punctuality and cleanliness discipline, serve as important foundations in shaping students' character to become morally upright and responsible individuals.

b. Inhibiting Factors

1. Unequal Quality of Human Resources

One of the inhibiting factors in improving graduate quality is the uneven quality of human resources, particularly among educators. There are disparities in educational backgrounds, and not all teachers regularly participate in training or professional development programs, whether organized by the government or independently. This condition significantly affects the educational process because teachers serve as facilitators of learning. Teachers' pedagogical and professional competencies are essential. If teachers remain within their comfort zones and fail to adapt to developments, the learning process becomes less effective and outdated. Effective learning requires adaptation to the progress of the times.

2. Limited Technological Infrastructure

The madrasah still lacks adequate technological facilities, such as projectors, which could be utilized to deliver learning materials through instructional media methods. The utilization of technology in education directly impacts the quality of graduates produced. Graduates who are not accustomed to using technology tend to experience difficulties in adapting to increasingly advanced technological developments. Inadequate facilities directly affect the learning process, making it less optimal and limiting the maximum development of students' potential.

3. Limited Facilities and Infrastructure

Limited facilities and infrastructure remain significant obstacles in supporting the learning process. For example, there is a lack of supporting facilities such as electric fans, science laboratories, and computer rooms. The availability of teaching aids and modern learning media is also very limited, causing the learning process to remain conventional and less interactive. Graduate quality is strongly influenced by various factors, including the availability of adequate educational facilities and infrastructure. When facilities and infrastructure are insufficient, the learning process becomes less optimal, especially in this era of rapid technological development, thereby hindering the achievement of graduate

competencies.

Student Management in Improving the Quality of Graduates

The process of student management at MTs Islamiyah Barbaran in improving the quality of graduates is carried out through several stages, beginning with student recruitment, followed by student guidance and development, and ultimately leading to the expected graduate outcomes. This is in line with the opinion of Knezevich, who states that student management is a service that focuses on the regulation, supervision, and provision of services to students both inside and outside the classroom, such as orientation, registration, and individual services including the development of abilities, talents, interests, and needs until students mature within the school environment. Student management is implemented in educational institutions with the aim of producing high-quality students who possess competitiveness and readiness to engage in society.

Based on the data obtained, the researcher found that the process of student management in improving the quality of graduates at MTs Islamiyah Barbaran begins with planning. In essence, student planning is highly necessary because planning serves as the initial strategy in determining the activities that will be carried out to achieve the desired goals. This statement is supported by Sukung's opinion, which explains that student planning is an activity of thinking about matters related to students while they are in school and even after they graduate. Through proper planning, obstacles and challenges that may arise can be more easily addressed, and the goals of the educational institution can be realized effectively.

The process of improving graduate quality through education and guidance provided by student affairs personnel and teachers helps shape students with good character and noble morals. Based on observations conducted by the researcher, it was found that student affairs staff and teachers at MTs Islamiyah Barbaran demonstrate a high level of care and compassion toward students. This is reflected in the provision of advice to students in need, the enforcement of sanctions for students who violate school regulations, and the habituation of respectful practices such as students greeting and shaking hands with teachers upon arriving at the madrasah, before going home, and even outside the madrasah when meeting teachers.

The educational practices implemented at MTs Islamiyah Barbaran are consistent with Mukhtar's opinion, which states that there are five educational methods that significantly influence the improvement of students' moral quality and consequently enhance graduate quality. These methods include education through exemplary behavior, education through habitual norms, education through advice, education through attention and care, and education through the application of sanctions.

Supporting and Inhibiting Factors in Improving Graduate Quality

Based on the results of the research conducted, there are four main factors supporting the improvement of graduate quality, namely: (1) the role of the madrasah principal, (2) the competence of educators and educational staff, (3) an integrated curriculum, and (4) discipline and madrasah culture. These four factors are interconnected and collectively form a holistic educational ecosystem in producing quality graduates.

The role of the madrasah principal is highly important in ensuring the successful implementation of education within the madrasah environment. In general, the principal's role includes managerial functions, leadership, supervision, and the development of educational quality. The principal is responsible for the smooth implementation and

success of functions and activities related to curriculum management, staff development, student services, problem-solving, curriculum development, communication, and leadership skills in learning management. The role of the principal greatly influences all aspects related to the educational institution, including teachers, students, and other educational components, because the success of education largely depends on its leadership.

In addition, the competence of educators also plays a crucial role in improving graduate quality, as educators are individuals who transfer knowledge to students. Not only do teachers provide academic knowledge, but they also offer guidance, mentoring, and motivation that contribute to students' success. Teacher competence can be defined as the integration of knowledge, skills, and attitudes demonstrated through intelligent and responsible behavior possessed by teachers in carrying out their profession.

Conclusion

The student management implemented at MTs Islamiyah Barbaran in improving the quality of graduates consists of three stages: input, process, and output. The input process carried out by MTs Islamiyah Barbaran begins with student admissions. The process undertaken to improve graduate quality includes student development through learning materials, classroom instruction, additional tutoring sessions outside regular teaching and learning activities (KBM), and the implementation of daily activities through positive habituation programs such as morning assemblies, as well as the educational approaches applied at MTs Islamiyah Barbaran.

The graduates produced through these efforts to improve graduate quality at MTs Islamiyah Barbaran demonstrate competitiveness in terms of knowledge, as evidenced by the achievements attained by alumni in their subsequent schools. In addition, from the moral and character aspect, students are taught to always respect their parents, maintain politeness wherever and whenever they are, and uphold discipline instilled during their education at MTs Islamiyah Barbaran. It is expected that alumni will become individuals who consistently obey rules and regulations, including those implemented at higher levels of education.

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