

Implementation of Student Management in Increasing School Competitiveness at SMP Muhammadiyah 1 Kartasura

Rahayu Utami^{1*}, Muhammad Wildan Shohib¹, Hamdan Chehdimae²

¹Universitas Muhammadiyah Surakarta, Sukoharjo, Indonesia

²Academy of Islamic Studies, University Malaya, Malaysia

*g000210230@student.ums.ac.id

Abstract

This research aims to determine effective student management in increasing school competitiveness at SMP Muhammadiyah 1 Kartasura. This research is qualitative research that uses the phenomenology approach. Various data collection techniques were used such as direct interviews, field observations, and documentation. The results of the research show that the Deputy Principal for Student Affairs at SMP Muhammadiyah 1 Kartasura applies student management to increase the school's competitiveness through the scope of student management, namely accepting new students, organizing classes, student orientation period, service development, school organization, student and graduate assessment. There are obstacles faced in the form of the difficulty of changing the mindset of students' parents in viewing private schools. So the Deputy Principal for Student Affairs is trying to socialize PPDB and design innovative and creative student programs so that it can display a good image of SMP Muhammadiyah 1 Kartasura.

Keywords: Student Management; Vice School Principal; Competitiveness

Abstrak

Tujuan dari penelitian ini yaitu mengidentifikasi manajemen kesiswaan yang efektif dalam meningkatkan daya saing sekolah di SMP Muhammadiyah 1 Kartasura. Penelitian ini merupakan sebuah studi kualitatif yang menggunakan pendekatan fenomenologi. Berbagai teknik pengumpulan data yang digunakan, seperti wawancara langsung, observasi lapangan, dan dokumentasi. Hasil penelitian menunjukkan bahwa wakil kepala sekolah bidang kesiswaan di SMP Muhammadiyah 1 Kartasura menerapkan manajemen kesiswaan untuk meningkatkan daya saing sekolah sesuai dengan ruang lingkup manajemen kesiswaan, yaitu penerimaan siswa baru, pengorganisasian kelas, masa orientasi siswa, pembinaan pelayanan, organisasi sekolah, penilaian siswa, dan lulusan. Terdapat hambatan yang dihadapi berupa sulitnya mengubah mindset orang tua siswa dalam memandang sekolah swasta. Sehingga wakil kepala sekolah bidang kesiswaan berupaya melakukan sosialisasi PPDB dan merancang program-program kesiswaan yang inovatif dan kreatif sehingga mampu menunjukkan citra baik dari SMP Muhammadiyah 1 Kartasura.

Kata Kunci: Manajemen Kesiswaan; Wakil Kepala Sekolah; Daya Saing

Introduction

Success in the implementation of education in educational institutions is influenced by the policies decided by school stakeholders, one of which is the internal school, which is the party that has direct contact with the education process (Ali and Istanto, 2018). The internal school itself consists of several parts, including the principal as the school leader, the deputy principal as the school management, teachers and staff/employees, and students (Sumeyasa et al., 2020). To create a quality school, synergy

is needed between the roles of school policy makers, one of which is school management which is held by the deputy principal. According to Kristiawan (2017) as quoted by Murni and Utama (2022) that the deputy principal is someone whose job is to assist the principal in carrying out, organizing, coordinating and providing direction as well as supervising the assessment, identification and collection and preparation of character education implementation reports.

The roles and duties of school management are divided into several areas according to school needs. This has been regulated in Permendiknas number 35 of 2010 states that, in each school there are several deputy principals with various specific fields according to the school's needs. Every school must at least have management in the fields of student affairs, curriculum, facilities and public relations. Student management has the task of assisting and launching school programs that have been prepared in relation to student needs. According to Prihatin (2011) quoted by Ali and Istanto (2018) explained that student management is a structured regulatory system, which comprehensively manages students' educational journey, starting from the admissions process to graduation.

According to Mulyasa in Ali and Istanto (2018) Student management is tasked with recording student data and operationally also helping and facilitating student growth and development. So, student management is a variety of management efforts carried out by schools to provide services to students through various activities and regulations that have been planned and considered according to the needs and standards of achievement that must be achieved by graduates. The deputy principal for student affairs is responsible for organizing all student activities at school, by guiding, developing and nurturing students to become positive and responsible individuals.

In this way, it is hoped that a school environment that is supportive of the development of student creativity will be created, so that student talents can develop optimally (Kasmawati et al., 2023; Seta and Shohib, 2025). Collaboration between school stakeholders in preparing school programs each year is based on evaluations from the previous learning year (Pebrina et al., 2023). Through evaluation, it can be seen whether the school programs that have been running can be said to be successful or not, and it can be seen whether there are new problems that have emerged (Nurhanifah, 2024).

One of the problems that always arises every year and brings renewal is school competition. Each school will undergo an evaluation process and correct any shortcomings that occurred in the previous school year, resulting in the school's competitiveness continuing to increase. This has given rise to increasingly strong school competition. Another factor that increases the intensity of school competition is the increasing progress of today (Juraerah1 et al., 2023). Every school is required to be able to meet the educational needs of the community. Schools that do not develop will be abandoned and replaced by new schools that offer innovation that can meet educational needs in line with community expectations (Daulay et al., 2022).

Apart from that, the increasingly high level of parental awareness of the importance of the quality of their children's education has an impact on the progress of existing schools (Afandi and Sayyi, 2023). This creates competition between state schools and private schools and among themselves (Aulia, 2021). According to the Big Indonesian Dictionary (KBBI), the word Competition means the effort of a person or group (school) to demonstrate excellence in various specific fields (Rachmayani, 2015). According to the opinion of Gilin and Gilin quoted in Rachmayani (2015) Competition is a form of social process consisting of individuals or groups involved in competition to gain advantage in a particular field by becoming the center of attention of many people.

Schools must show their strengths or advantages, and are required to compete in innovation, develop learning programs, improve school quality, and complete school facilities in order to increase school competitiveness. The meaning of the word competitiveness itself can be understood through the opinion of Sumiharjo (2008) that the sentence Competitiveness consists of two words, namely the word power has the meaning of strength, while the word competitiveness has the meaning of reaching a higher level than others, by comparing the quality (Taufiqurrahman, 2023). Saroni (2017) explains that competitiveness is a person's ability to survive competition with other people or groups (Saroni, 2017).

It has been regulated in the Minister of National Education Regulation Number 41 of 2007 concerning education process standards explaining that competitiveness is the ability to show superior, fast and high quality results (Arwildayanto et al., 2020). So, it can be understood that a school that has high quality is a school that is in demand by many people, especially parents, so that many parents register their children at that school. This phenomenon of school competition has a big influence on the existence of private schools, so private schools must develop more innovation than public schools which have attracted enough public interest through programs provided by the Ministry of National Education (Setiyanti and Dwikurnaningsih, 2023).

This has been researched previously by Aminah (2023), in her article entitled, *Implementation of Student Management in Increasing Competitiveness at Mts Al-Amiriyyah Blokagung Banyuwangi*. Which explains that education is the key to creating individuals who are competent and ready to face challenges in various fields, such as knowledge, experience, abilities and skills. The aim is to shape students into individuals who are superior, principled, innovative, independent and experts in their respective fields. Education should prepare them with the values and norms of life that shape their character and behavior.

With education, they are expected to become active and instrumental members of society, and able to show their potential (Aminah, 2023). In an article written by Luwita, et al., (2023) with the title, *Students Management in Increasing Competitiveness in Madrasas*. Is research on student management carried out at MA Nurul Taqwa with the first scope being the acceptance of new students, followed by student activity programs, student development, student evaluation and student achievement. So as to produce students who are competitive in academic and non-academic fields (Luwihta et al., 2023).

In the work entitled *Implementation of Student Management in Improving Student Achievement at Jam'iyyatul Aulad Tsanawiyah Madrasah*, by M. Gilang Ramadani et al., (2023) explains that at Jam'iyyatul Aulad Tsanawiyah Madrasah implements various strategies in organizing student management through several steps including, planning for student guidance and development in improving student achievement, organizing student guidance and development in improving student achievement by implementing the 5P standards, namely Protection, Nurturing, Coaching, Learning and Supervision, implementation of guidance and supervision of students in improving student achievement, supervision of student guidance and coaching in improving student achievement (Gilang et al., 2023).

Taufiqurrahman (2023) explained in his thesis entitled, *School Strategy in Increasing Competitiveness*. Is research conducted at SMAIT Asy-Syukriyyah Tangerang and SMA Plus Ibadurrahman Tangerang which applies strategies to maintain school competitiveness by implementing the vision and mission into Islamic-based school programs. The strategy of the two schools has four steps including, (1) environmental observation using the SWOT analysis method, (2) strategy formulation, (3) strategy implementation, (4) strategy evaluation (Taufiqurrahman, 2023).

Ulpah Nupusiah et al., (2023) have discussed in their journal with the title, Student Management in Improving Student Discipline (Case Study at Vocational School Ma'arif Cijulang) that at Vocational School Ma'arif Cijulang implements student management strategies to improve student discipline, through three methods, namely Guidance, the school provides direction in the educational process, coaching the school also provides coaching by teaching students to achieve the same goal of achieving discipline, reprimand advise students who violate a rule through verbal warnings or actions in the form of punishment if the violation is serious enough (Nupusiah et al., 2023; Tamara, Shohib and Inayati, 2023).

A similar case also occurred at SMP Muhammadiyah 1 Kartasura, which is one of the private schools that is quite affected by the phenomenon of school competition. SMP Muhammadiyah 1 Kartasura is a private high school in the Kartasura area, Sukoharjo Regency, with A accreditation. This school was established in 1949 under the auspices of the Muhammadiyah foundation with the school's vision, Creating quality graduates, broad-minded, noble and pious. In recent years, there has been a decrease in the number of students at this school, which indicates that school competition is increasing and the school's competitiveness is decreasing (Salamah, 2022).

This can be influenced by several specific factors. Kuncoro opinion (2011) quoted in Taufiqurrahman (2023) that one of the important factors that determines the success of a school is the leadership factor. The principal's ability to develop innovation and develop strategies to face school competition is the main key to success. According to Porter, competitive ability is influenced by several factors, including threats from new entrants and substitute products, as well as relationships with buyers, producers, and competitors (Mustofa, 2024).

In the world of education, the threat from newcomers is in line with the number of new schools located around the school. The existence of new schools with various facilities and programs influences people's decisions in choosing a school. According to the results of observations that have been made, there are private schools that are increasingly mushrooming in the Kartasura sub-district. And these schools are schools that have only been established in the last few years, so that schools carry out branding that is in accordance with the latest developments, so that many people are more interested in these schools.

With the increasing number of schools, it can cause school competition to become increasingly tight. The next factor according to Belfield and Levin (2002) in Aji (2018) which states that the high competitiveness of a school is determined by the level of public trust reflected in student acceptance. Similar to the reality that occurred at SMP Muhammadiyah 1 Kartasura, the trust of the surrounding community in schools still prioritizes public schools or schools under the auspices of the government. The community assumes that private schools are only intended for students who do not pass the selection at public schools. Based on the theory mentioned earlier, it is proven by the decreasing number of prospective student applicants at SMP Muhammadiyah 1 Kartasura.

In addition, other factors put forward by Puspita (2020) are the strategic location of the school, the suitability of qualified and certified educators (teachers) and school staff, supporting facilities and infrastructure, and the number of residents around the school, so that it can affect the level of school competitiveness (Puspitarini and Istanto, 2020). The factors that have been explained are in line with what is experienced by SMP Muhammadiyah 1 Kartasura. The following is a table of the number of students at SMP Muhammadiyah 1 Kartasura for the last 4 years. Through the table, it can be seen that there has been a significant decrease in the number of students each year.

Table 1. Data On The Number Of Students At SMP Muhammadiyah 1 Kartasura For The Academic Year 2017/2018-2023/2024.

School Year	Class VII		Class VIII		Class IX		Number of Classes VII-IX		Amount
	M	W	M	W	M	W	M	W	
2017/2018	98	49	72	52	87	51	257	152	409
2018/2019	85	50	98	51	71	53	258	154	412
2019/2020	88	55	83	50	92	47	263	152	415
2020/2021	51	34	88	56	78	51	217	141	358
2021/2022	83	37	51	33	87	56	221	126	347
2022/2023	34	21	44	26	85	39	163	86	249
2023/2024	36	35	35	21	45	28	116	84	200

Based on table 1, it can be understood that there is a significant decrease in the number of students every year at SMP Muhammadiyah 1 Kartasura, so it can be said that there is also a decrease in competitiveness. The school must take innovative steps to overcome this problem by collaborating with each other in their respective fields (Herawati and Fajriati, 2023). This study will focus on how to implement student management at SMP Muhammadiyah 1 Kartasura in an effort to increase school competitiveness and what factors are obstacles to increasing school competitiveness and their solutions.

Method

This research is a type of field study research with a phenomenological approach that focuses on phenomena or events that occur in the field at the SMP Muhammadiyah 1 Kartasura educational institution. Through a phenomenological research approach, it is expected to be able to understand in depth the level of school competitiveness and efforts to improve it through the implementation of student management. Data sources consist of primary data sources obtained through interviews with related parties, namely the vice principal for student affairs and secondary data sources obtained from school documentation along with observations of the environment around the school. The informant determination technique used is key informants, where researchers choose informants who know and understand the most about the research subject. This study has a single research subject, namely the implementation of student management in improving school competitiveness. Data collection techniques are carried out through source interviews, observations of student activities and the school environment, and documentation. This study uses data analysis consisting of data collection, data management, data presentation, and drawing conclusions according to the topics discussed.

Result and Discussion

The resource person, who is the deputy principal for student affairs, started by explaining the mechanism of the planning stage which must involve various levels of school stakeholders, from the principal to the school committee. Various programs proposed by the deputy principal for student affairs must go through the discussion, selection and approval stages of all school stakeholders. The deputy principal for student affairs as a resource person stated the stages of program planning, as follows:

Before entering the new academic year, as the head of student affairs, I have to have a program plan for what I want to do for the year. So, finally, I outlined the various program plans that I had planned at an official meeting held at the beginning of the year and provided input by teachers and school principals. (Interview, December 6, 2024).

The deputy principal for student affairs has control over student management at the school, the earliest of which is related to PPDB/ Penerimaan Peserta Didik Baru (in english, new student admissions) or the acceptance of new students and determining which classes are included in the scope of student management. According to the statement of the deputy principal for student affairs as follows:

The first is clearly PPDB. Previously there were class divisions, now at Muhjitos (SMP Muhammadiyah 1 Kartasura) there are 3 types of classes, Tahfidz, information and technology / IT, and Creative. We will usually ask, what class do you want to go to?, or maybe there are those who want to go to the tahfidz class but don't have any memorization at all or only have Iqro 1, then we will direct them to go to the IT class or creative class. We also provide aptitude and interest tests, which will be filled in by prospective students upon registration. Later we will see what the students' interests are and we will suggest which major they should enter, but we won't force them either, according to the students' interests and abilities. Especially for students who already have it memorized, we will include them in the tahfidz class. The Introduction to the School Environment period, which we usually hold for 3 days, with the 3rd day being school. And this year, in July we held an outbound event at Rivermoon, Klaten. The school collaborated with the Klaten outbound team to compile a rundown so that the children could have fun. So, for PPDB, student affairs automatically doubles as chairman of PPDB, well, we are a private school, if we don't innovate, we will just be class A, B, C, D as usual and will be left behind for a long time in Kartasura. This means that we, together with the PPDB team together with the school principal and the school development teams, we initially formed a Tahfidz class by passing approximately 5 juz. Oh, in the market, how come we see this development in the field? How come the children at home are happy with their need for cellphones? Finally, we have formed a class called IT. So later there will be targets that will be prepared and adjusted by the curriculum development team. This year we finally added something called a creative class, there the child will come here, register with their parents, we will hold something like a mini test for their interest in the tahfidz class because they used to go to an Islamic school, Madrasah Ibtidaiyah Muhammadiyah/ MIM, and SD Islam Terpadu (in English elementary school). We as the PPDB team must follow developments in the market, such as demand (Interview, December 6, 2024).

From the previous description of class divisions, there are 3 class departments for each class, namely tahfidz, IT and creative classes. Muhammadiyah 1 Kartasura Middle School is an Islamic-based school so that graduates from this school have determined memorization targets that must be met by each student. The deputy principal for student affairs explained that the habituation program, namely the BTA *program/ Baca Tulis Al-Qur'an* (in English reading and writing the Quran), was used as an effort to achieve the memorization target.

For the target for graduates at Muhjitos, when they graduate from this school in the Tahfidz class, the target to graduate from here is to memorize 5 juz, but if you look at previous years, there are even up to 6 juz. And you have to memorize 50 selected hadiths. And we also brought help from the teacher from Sobron Pondok. Also, even if it is an IT class or a creative class, you must at least be able to read the Al-Qur'an according to the recitation, and if you can, at least juz 30. So, to prepare, because many students from public elementary schools are still iqro` 1, so from Monday to Friday after the Dhuha prayer, 08.15 to 09.05, this muhjitos is holding a program called BTA. That morning there were no teachers in the class

who were teaching, all the teachers went into class, 2 teachers in each class to continue where they had been yesterday, where they had been when they read their iqro in elementary school. So, for class 9 who are still iqro`, we will hold a BTA tour, so later for class 9 students who are still iqro`, we will have a foster child for each teacher, 2 students, then we will call them to our room to read iqro` until they finish and can read the Al-Qur'an, that is in synergy with the ISMUBA program/ *Al-Islam, Kemuhmadiyah dan Bahasa Arab* (in English *Al-Islam, Muhammadiyah and Arabic*) (Interview, December 6, 2024).

Apart from PPDB, class division, and graduate targets, other areas of student management duties include extracurricular activities and school organizations. Muhammadiyah 1 Kartasura Middle School has 15 extracurriculars with 2 mandatory extracurriculars, namely Tapak Suci and Hizbul Wathan. Meanwhile, the school organization is the Muhammadiyah Student Association or IPM. The deputy Principal for Student Affairs provided the following explanation:

For extracurricular activities, there is an extracurricular coordinator here, so the student affairs will only support them. Extra coordinators synergize with student programs. So student affairs determines many extracurriculars. It's called a Muhammadiyah school, all students are required to take part in Tapak Suci and Hizbul Wathan extracurriculars, that's for sure. Extra options include drum band, volleyball, futsal, badminton, roller skating, red Cross teen, robotics, English club, reciting the Koran, multimedia ICT, music, culinary arts and air soft gun. As for the organization, there is IPM, which in state schools is OSIS, because we are a school under the auspices of the Muhammadiyah Foundation. Apart from that, there is Hizbul Wathan, just like the scouts. (Interview, December 6, 2024).

Next, the Deputy Principal for Student Affairs explained that one of the other advantages is that this school is an inclusive school. There are 8 students with special needs for mental retardation and Down syndrome. The school facilitates student inclusion by providing an accompanying teacher for each student in accordance with parent/guardian approval. The deputy principal for student affairs also emphasized that inclusive students should not experience obstacles that make it difficult for students to carry out activities outside the classroom such as extracurricular activities and organizations. According to the statement of the deputy principal for student affairs as follows:

One of the advantages of this muhjitos is that it is an inclusive school. So we accept students with special needs. There are crew members here who are mentally retarded and have Down syndrome. We facilitate Retarded children so that they go to school with other children, so they are accompanied by a companion teacher in every activity and lesson at school. Well, thankfully there are no crew members here who are physically disabled so they can still participate in extracurricular activities. There was even an 8th grade crew member who was mentally retarded and yesterday won 2nd place in the air soft gun competition throughout the Raya air soft gun championship just two or three weeks ago. (Interview, December 6, 2024).

The deputy head of the school for student affairs explained that the obstacle that schools really feel is building the mindset of parents in considering schools for their children. There are still many parents who view state schools as superior to private schools. As stated by the student principal for student affairs, as follows:

OK, let's talk about the problem. For planning, we involve a lot of people, yes, there are a lot of people, there must be a lot of ideas, we unite them into one mission. Go straight to his son, about PPDB. We still have difficulty building the

mindset of parents outside. That's the mindset that if you graduate, look for a state school first, which is free, that's the hardest thing. Yes, actually for PPDB we have been successful, because of what, after July, we have opened again, this alone has registered 38 pivots. But later, when online is already open, the service will start, and then those who are not accepted in the country will flock to register in the private sector, you know, and that's not a lot. So, the mindset of parents out there still prioritizes free schools in the country. But actually, if you look at it, compared to other countries in terms of facilities and services, it's very far away. But that's what's difficult, building the mindset of parents outside of going to private schools where the facilities and services are very far from those in public junior high schools, well, that's what's difficult. In addition, parents often think that private schools are the last option if students are not accepted in public schools. Yes, roughly called schools for outcast students (Interview, December 6, 2024).

The solution taken by the deputy principal for student affairs as the person responsible for student management and chairman of the PPDB is to intensify socialization starting from schools and going directly to the community. The deputy principal explained the steps taken, as follows:

We held what is called socialization at public and private elementary schools in Kartasura sub-district. We socialize it to schools, we show videos of our activities, we put up extraordinary banners throughout Kartasura and its surroundings, we go down to the neighborhood associations, we participate in neighborhood association meetings. Socialization to parents of students, to Neighborhood Associations, to the community, to elementary schools in Kartasura and Boyolali, as well as surrounding villages, such as Sukoharjo there is Gawok, the Colomadu area, Karanganyar, the Solo area which is close to Kartasura, we socialize all of that. We come, we show videos, we have made extraordinary videos, we show our activities from A to Z, we even have wave 1, wave 2, wave 3, we have various pieces and we give a time range for each wave. And our PPDB period is a year, in July the PPDB closes and we immediately form another new PPDB committee in July and it runs until the close of July again, so we have a PPDB for a year. (Interview, December 6, 2024).

The expected output is achieving the target in the form of memorizing the Al-Qur'an and mastering the materials through efforts to implement school programs. Meanwhile, the outcome that the school hopes is that students who graduate from this school can continue their education at an Islamic-based school, so that they can improve the knowledge they have gained while at SMP Muhammadiyah 1 Kartasura. The explanation of the deputy principal is as follows:

The outcome is that we hope that students will continue their studies at Islamic schools, which are based on Islam. We often recommend going to Al Kautsar PK Kartasura Muhammadiyah High School and other Muhammadiyah High Schools. But also don't force it, according to the wishes of the parents and children. Our hope is that the students who graduate from Muhjitos will continue what they have learned at this school (Interview, December 6, 2024).

1. Implementation of Student Management at SMP Muhammadiyah 1 Kartasura

Increasing school competitiveness requires cooperation from various school sectors to display the results of the efforts that have been made, thereby producing superiority over other competitors (other schools). The completeness of school facilities, the quality of the school, formal and non-formal programs can influence the competitiveness of a school. So, it takes efforts from various fields and is realized in the

same vision that has been determined together. Management in a school is carried out by the deputy principal. The deputy principal's role is to assist the principal as a leader in realizing the school's vision to achieve the highest level of excellence. One of them is the student affairs sector which carries out the function of student management in schools.

Based on the results of the analysis of the data obtained and continuity with the theory that has been explained, the deputy principal for student affairs is responsible for improving the quality of students. The scope of the deputy principal for student affairs includes student planning, new student admissions, student organizing, new student orientation, service development, student organization, student assessment, and graduation. In line with this theory, the deputy principal for student affairs is responsible for implementing new student admissions or accepting new students. In implementing new student admissions, the deputy principal for student affairs uses the new student admissions system with a period of 1 full year.

New student admissions is held in waves with wave 1, wave 2, and wave 3, each wave is given a different fee discount for a certain period of time. The deputy head of the school for student affairs hopes that the new student admissions which will be held for 1 full year can increase parents' interest in sending their children to this school. At the time of registration, students can choose a class major according to their interests or talents, and the new student admissions committee chaired by the deputy principal for student affairs has the right to provide advice to students in choosing a class major according to the student's abilities or the basic provisions the student already has.

Before holding new student admissions, student management determines class organization or class arrangement. The deputy principal for student affairs conducted an analysis of market needs or community interests and student talents, so that a decision could be made to divide the class into 3 class departments with their respective learning focuses, including the Tahfid class, Informatics Technology (IT) class, and Creative class. Of the 3 majors, learning outcomes that students must achieve have also been determined. In determining this, student management collaborates with curriculum management, resulting in all Tahfidz class students having to fulfill the milestone of memorizing a minimum of 5 chapters and 50 selected hadiths.

In order to produce graduates who meet the predetermined learning outcomes, the deputy principal for student affairs brought in assistance from the Sobron boarding school to help develop students in the tahfidz class. Meanwhile, all IT and creative class students must meet the minimum achievement by being at least proficient in reading the Al-Quran in accordance with the laws of tajwid and makhori'ul letters and being able to memorize at least juz 30. Apart from implementing formal learning, another effort made to achieve the minimum achievement target, the deputy principal for student affairs implemented the BTA habituation program which is a reading, writing and Al-Qur'an learning program that is mandatory for all students, especially students who are still at the Iqro' level.

The BTA habituation program will be implemented every morning before learning begins with guidance from 2 teachers in 1 class, the teacher will listen to each student's reading in turn, so that each student will receive intense guidance from the teacher. The implementation of the BTA habituation program is expected to produce graduates who are qualified and have noble character. Apart from the habituation program, the deputy principal for student affairs collaborates with the person responsible for extracurricular activities, namely the extracurricular coordinator. Resulting in a decision with 15 extracurriculars, of which 2 extracurriculars are mandatory and 13 extracurriculars are optional. With so many diverse extracurricular options, it can help students discover their interests and talents. So it is hoped that students will be able to recognize their own interests and talents. Student management also oversees student

organizations, namely the Muhammadiyah Student Association or IPM. In each IPM work program there is guidance from the deputy principal for student affairs as the organization's supervisor. The IPM organization is intended as a forum for students to develop themselves in organizing and working in teams.

2. Obstacles and Solutions in Student Management at SMP Muhammadiyah 1 Kartasura

The implementation of efforts to improve school competitiveness at SMP Muhammadiyah 1 Kartasura faces several obstacles. Based on the research that has been conducted, data was obtained that the obstacle being faced is the mindset of parents of students who still prioritize public schools. Through interviews with the vice principal for student affairs, it was explained that there are still many parents who have the view that quality schools are public schools. So that often in the implementation of new student admissions, private schools such as SMP Muhammadiyah 1 Kartasura have fewer enthusiasts compared to public schools, especially when new student admissions is opened for public schools, parents will flock to register their children in public schools, if they are not accepted then the last choice is to register their children in private schools.

The view that all public schools are of better quality than private schools is still widespread in society. In reality, many private schools have better and more complete educational facilities than public schools. To overcome these obstacles, the vice principal for student affairs who is authorized as the head of new student admissions took a policy of increasing school promotion as a solution to the obstacles that occurred. It began with the formation of a new student admissions team by involving other management fields such as the vice principal for curriculum and the vice principal for public relations, as well as several teachers and school staff. Continued by holding a meeting related to the concept of socialization, determining the area to be reached as the target of socialization, and the target students to be achieved.

Through the meeting that has been held, a decision can be taken by introducing the various advantages of SMP Muhammadiyah 1 Kartasura. The target area includes all elementary schools in Kartasura sub-district, several areas in Boyolali, Karanganyar, and Surakarta regencies. Regarding the target number of applicants that must be achieved, it is hoped that it can exceed the quota from the previous school year. The deputy principal for student affairs together with the new student admissions team held a socialization about SMP Muhammadiyah 1 Kartasura to all levels of society. The new student admissions team put up banners showing various school activities in each region in various places in Kartasura City, even entering rural areas.

In addition, the new student admissions team also prepared various interesting videos of school activities as one of the socialization media that will be delivered to the community. The opportunity was used by the new student admissions team during the RT (Neighborhood Association) meeting or PKK (Family Welfare Empowerment) meeting to explain various interesting learning programs and the advantages of the school at SMP Muhammadiyah 1 Kartasura. By carrying out promotions during the new student admissions process, it is hoped that it can become the center of public attention so that many people know the advantages of the school and can increase the competitiveness of the school against public schools and fellow private schools, and can increase the awareness of parents of students regarding the quality of private schools that are not inferior to public schools.

Through one of the efforts that have been made, namely increasing school promotion by holding new student admissions socialization, then in the new student admissions process an evaluation will be held which will be carried out in the last month

of the new student admissions period, namely in mid-June to mid-July. The implementation of the evaluation is usually used to find out how effective the concept and method of socialization that has been implemented previously are, this can be seen by looking at the number of students who register. So that the new student admissions team can then avoid less effective methods and increase the creativity of delivering socialization.

Conclusion

SMP Muhammadiyah 1 Kartasura is one of the private secondary schools that implements student management as an effort to increase school competitiveness. Based on the principles explained in Ali and Istanto (2018) the scope of student management consists of student planning, new student admissions, student organizing, new student orientation, service development, student organization, student assessment, and graduation which are the basis for maximizing tasks in preparing school programs that are able to increase school competitiveness. Several school programs that have been prepared and implemented include: implementation of the new student admissions for 1 full year, division of classes according to students' talents and interests, namely tahfidz class, information and technology class, and creative class, school orientation not only introduces the school and its contents but also builds student friendship and cohesiveness etc. The implementation of student management carried out by the deputy principal for student affairs is currently experiencing obstacles in the form of the bad mindset of students' parents in viewing private schools, such as SMP Muhammadiyah 1 Kartasura. Parents often prioritize their children attending state schools on the grounds that state schools are favorite schools that guarantee success at the next levels. The difficulty of changing this mindset is quite a challenge and influences people's interest in choosing school as a place for children to study. The deputy principal for student affairs took part in efforts to change the mindset of parents through socializing the new student admissions and designing innovative and creative student programs that could become the hallmark of SMP Muhammadiyah 1 Kartasura.

References

- Afandi, A., & Sayyi, A. (2023). Guidance on Increasing Parental Awareness of Children's Education Through the Kamrat Column in Lawangan Daya Pademawu Pamekasan Village. *Al-Ridha: Journal of Community Service*, 1(2), 71-84.
- Aji, N. B. (2018). SWOT Analysis of School Competitiveness: Case Study in a Private High School in Tangerang City. *Operations Excellence Journal*, 10(1), 65-73.
- Ali, M., & Istanto. (2018). *Islamic School Management*. Muhammadiyah University Press.
- Aminah, S. (2023). Implementation Of Student Management In Improving Competitiveness At Mts Al-Amiriyah Blokagung Banyuwangi. *Journal of Islamic Education Management Darussalam*, 4(2), 164-177.
- Arwildayanto, A., & Suling, A. (2020). Descriptive Analysis of Higher Education Competitiveness. *Educational Science: Journal of Educational Theory and Practice Studies*, 5(1), 25-34.
- Aulia, R. I. (2021). The Influence of Educational Strategy Management in Improving Quality and Competitiveness. *Edukatif: Journal of Educational Sciences*, 3(4), 1578-1586.
- Daulay, S. H., Fitriani, S. F., & Ningsih, E. W. (2022). The Influence of School Facilities on Students' Learning Ability and Motivation. *Edukatif: Journal of Educational Sciences*, 4(3), 3731-3738.

- Desiharto, I., & Nurachadijat, K. (2023). Strategy of Tahfidz Schools in Increasing School Competitiveness. *Journal Al-Mau'izhoh*, 5(1), 217-224.
- Gilang, R. M., Kholik, A., Maryani, N., Suwilah, R. H., & Priyanto, A. (2023). Implementation Management Student Management In Improving Student Achievement In Madrasah Tsanawiyah Jam'iyatul Aulad. *AL-Kaff: Jurnal Sosial Humaniora*, 1(2), 81-93.
- Herawati, & Fajriati, R. (2023). The Role of the Principal as an Innovator in Improving the Quality of Education in Schools. *Journal of Education Science (JES)*, 9(1), 109-122.
- Juraerah1, E., Zohriah, A., & Bachtiar, M. (2023). Educational Services Marketing Management in Promoting and Increasing Institutional Competitiveness (Study at Bismillah Padarincang Vocational School and Darunnajah Pabuaran Vocational School). *Journal of Education and Teaching Review*, 6(4), 458-465
- Kasmawati, Nurmadiyah, & Indrawan, I. (2023). Management of the Vice Principal of Madrasah for Student Affairs at MTS Nurul Huda KM.5 Nusantara Jaya, Keritang District. *QOSIM: Journal Journal of Social Education & Humanities*, 1(1), 76.
- Luwihita, A. D., Wahyuning, A., & Fianti, F. (2023). Increasing Competitiveness in Madrasahs. *Journal of Islamic Education Management*, 1(2), 167-179.
- Mohd Ali, H., Shohib, M. W., & Ibrahim, M. B. (2022). Islamic Workplace Spirituality Influence On Organizational Effectiveness Of Indonesian States' Islamic Higher Education Institutions. *Equity in Education & Society*, 1(1), 142-162.
- Murni, S., & Utama, E. P. (2022). Student Affairs in Improving Student Learning Process Services (Case Study at SMPN 6 Bandar Lampung). *Unisan Journal*, 1(3), 590-599.
- Mustofa, M. (2024). *Competitive Strategy In Education: Porter's Five Forces And Swot Analysis At Min 2 Bogor And Mi Pembangunan Jakarta*. Thesis, Syarif Hidayatullah State Islamic University.
- Nupusiah, U., Aditya, R., & Dewi, D. S. (2023). Student Management in Improving Student Discipline. *Al-Muttaqin Scientific Journal*, 9(1), 10-16.
- Nurhanifah, N. S. (2024). Evaluation of the School Mover Program at SMAN 1 Pleret. *Journal of Educational Policy Analysis Spectrum*, 13(2), 47-57
- Pebrina, I., Tarbiyah, F., Keguruan, D. A. N., Islam, U., Sultan, N., & Kasim, S. (2023). *School Cooperation With The Community in Supporting School Programs at State Senior High School 7 Pekanbaru*. (Doctoral dissertation, Universitas Islam Negeri Sultan Syarif Kasim Riau).
- Puspitarini, N. A., & Istanto, S. P. I. (2020). School Efforts In Improving Community Trust At Mts Yasin Gemolong Sragen. *Journal GEEJ*, 7(2), 1-13
- Rachmayani, A. N. (2015). Dynamics Of Competition Between Educational Institutions. *Quality*, 2(1), 96-116.
- Saroni, M. (2017). *Analysis And Strategy To Increase School Competitiveness*. Sleman: Ar-Ruzz Media.
- Seta, A. J., & Shohib, M. W. (2025). Analysis of Islamic Religious Education Subject Learning Curriculum in Special Program Classes at Muhammadiyah 1 Middle School, Surakarta. *Cetta: Journal of Educational Sciences*, 8(2), 1-13
- Setiyanti, D., & Dwikurnaningsih, Y. (2023). Developing Competitive Strategies to Improve the Quality of Junior High Schools. *Kelola: Journal of Educational Management*, 10(2), 198-209.
- Sugiyono, P. D., Lestari, P., & Sunarto. (2021). *Communication Research Methods: Quantitative, Qualitative, Text Analysis, How to Write Articles for National and International Journals*. Bandung: Alfabeta.

- Sumeyasa, I. N., Sunu, I. G. K. A., & Ariawan, I. P. W. (2020). Evaluation of the Implementation of the Internal Quality Assurance System (SPMI) In Tabanan District Model School (Case Study In Smp Negeri 1 Penebel). *Indonesian Journal of Educational Administration*, 11(2), 75-84
- Salamah, C., & Istanto, S. P. I. (2022). *Factors Affecting the Decrease in the Number of Students at Al Yaqin Sluke High School, Rembang Regency*. (Doctoral dissertation, Universitas Muhammadiyah Surakarta).
- Tamara, F., Shohib, M. W., & Inayati, N. L. (2023). *Super QC Curriculum as an Innovation in Developing Students' Interests and Talents at Al Azhar IIBS*. *International Conference on Islamic and Muhammadiyah Studies (ICIMS 2023)*. Amsterdam: Atlantis Press.