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The Implementation Of Student Management In Optimizing Students' Academic And Non-Academic Achievement At Madrasah Aliyah

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Abstract

Student affairs management is one of the strategic components in educational administration that plays an important role in optimizing students' academic and non-academic achievements. The successful implementation of student affairs management is not only determined by the existence of student development programs but also by the integration of management functions, including planning, implementation, and continuous evaluation. This study aims to analyze the implementation of student affairs management in optimizing students' academic and non-academic achievements at Madrasah Aliyah Nurul Jadid. This research employed a qualitative approach with a case study design. Data were obtained through observation, in-depth interviews, and documentation involving the head of the madrasah, vice principal for student affairs, vice principal for curriculum, teachers, extracurricular activity supervisors, and students. Data analysis was conducted using the interactive model of Miles, Huberman, and Saldaña, consisting of data reduction, data display, and conclusion drawing, while data validity was tested through source, technique, and time triangulation. The results indicate that the implementation of student affairs management is carried out through integrated management functions of planning, actuating, and controlling. Planning is conducted through the development of programs based on an analysis of students' needs and the determination of achievement targets. Implementation is realized through academic guidance, extracurricular development, student organizations, character development, and the integration of the formal education system with pesantren culture. Evaluation is conducted through program monitoring, achievement assessment, evaluation meetings, and follow-up actions as a basis for continuous improvement. The success of the implementation is supported by the leadership of the madrasah head, pesantren culture, teacher and supervisor professionalism, parental involvement, and

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adequate facilities and infrastructure, while inhibiting factors include diverse student characteristics, limited time, coordination challenges, and program complexity. This study finds that the integration of management functions with pesantren culture forms an effective student affairs management implementation model in continuously improving students' academic achievement, non-academic achievement, and character development.

Keywords: Implementation, Student Affairs Management, Academic Achievement, Non-Academic Achievement, Madrasah Aliyah, Islamic Education.

INTRODUCTION

Improving the quality of education is a strategic agenda in the development of high-quality human resources. The success of an educational institution is not only measured by students' academic achievements but also by its ability to build character, develop students' potential, and produce graduates with competencies that are aligned with the demands of contemporary development (Sopyan, 2026). In this context, student affairs management becomes one of the essential components within the educational management system because it plays a role in managing all student activities in a planned, systematic, and sustainable manner. Student affairs management is no longer understood merely as student administration, but rather as a strategic process that encompasses planning, guidance, development of interests and talents, student services, and evaluation of students' development. Effective management will create a conducive learning environment, thereby contributing to the overall improvement of educational quality.

Despite its significant role, the implementation of student affairs management in various madrasahs still encounters numerous challenges. Some educational institutions continue to perceive student affairs management as an administrative activity primarily focused on data recording, discipline management, and routine activity management, causing its strategic function in developing students' potential to remain less optimal. This condition affects the lack of integration between the planning, implementation, monitoring, and evaluation of student development programs (Selvi, 2025). Furthermore, the increasingly diverse characteristics of students, the advancement of digital technology, social changes, and growing demands for graduate quality require madrasahs to implement student affairs management systems that are adaptive, collaborative, and based on students' needs (Halimah et al., 2026). Therefore, the implementation of student affairs management requires an approach that is not only administrative but also managerial in order to effectively address the challenges of twenty-first-

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century education.

Student affairs management has a close relationship with the improvement of students' academic achievements. Academic achievement is an indicator of the success of the learning process, which is influenced by various internal and external factors, including the quality of student management (MEGAWATI, 2026). Academic development programs, learning service management, the cultivation of disciplinary culture, mentoring for high-achieving students, and monitoring of learning outcomes are parts of student affairs management implementation that contribute to improving academic performance. When these programs are systematically designed and continuously implemented, madrasahs have greater opportunities to create a learning environment that supports the improvement of students' learning outcomes. Thus, student affairs management serves as a strategic instrument that connects educational management processes with the achievement of institutional academic objectives.

In addition to influencing academic achievement, student affairs management also makes a significant contribution to the development of students' non-academic achievements (Al Firdaus et al., 2026). Modern education does not only emphasize cognitive aspects but also focuses on developing leadership skills, creativity, communication, collaboration, sports, arts, and character formation. Various extracurricular programs, student organizations, religious development activities, leadership training, and talent development initiatives are integral components of student affairs management that function to optimize students' potential comprehensively (Lubis & Novebri, 2025). In pesantren-based madrasahs, this development is further strengthened through the integration of formal education and pesantren-based guidance, allowing the educational process to take place continuously. Such integration enables students to gain more comprehensive learning experiences in developing academic abilities as well as religious, social, and leadership characteristics.

Various previous studies have examined the relationship between student affairs management and the improvement of students' achievements. Most studies indicate that effective student affairs management can enhance the quality of educational services and support students' success in both academic and non-academic fields (Shamantha & Darmiyanti, 2026). Nevertheless, these studies generally remain focused on specific aspects, such as the effectiveness of extracurricular programs, guidance and counseling services, character development, or the influence of student affairs management on learning achievement. Previous research also tends to analyze management functions partially without integrating the entire processes of planning, implementation, and evaluation as a comprehensive management cycle. Consequently, there

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remains a scientific gap that needs further exploration to understand how comprehensive implementation of student affairs management can optimize students' academic and non-academic achievements within the context of madrasahs.

Based on this research gap, this study offers novelty by developing a perspective on the implementation of student affairs management as an integrated system involving planning, implementation, monitoring, and evaluation functions to support the optimization of students' achievements (Ahmad Syarif Hidayatullah, 2026). This study does not merely describe student affairs programs but also explains how the synergy among the leadership of the madrasah head, vice principal for student affairs, teachers, extracurricular supervisors, parents, and the madrasah organizational culture forms a sustainable student development ecosystem. Furthermore, this study demonstrates that the integration of the formal education system with pesantren culture at Madrasah Aliyah Nurul Jadid produces a student affairs management implementation model that not only improves academic achievement but also strengthens students' character, discipline, responsibility, and social skills (Setiono, 2025). These findings extend the implementation of George R. Terry's management function theory through a more contextual approach within Islamic education.

Based on the aforementioned discussion, this study aims to analyze the implementation of student affairs management in optimizing students' academic and non-academic achievements at Madrasah Aliyah Nurul Jadid. Specifically, this study describes the implementation of planning, implementation, monitoring, and evaluation functions of student affairs programs, identifies factors that support and hinder their implementation, and explains the contribution of student affairs management to improving students' academic and non-academic achievements. The results of this study are expected to provide theoretical contributions to the development of Islamic education management studies, as well as practical recommendations for madrasahs in developing a more effective, adaptive, and quality-oriented student affairs management system.

RESEARCH METHOD

This study employed a qualitative approach with a case study research design (Septiana & Khoiriyah, 2024). The qualitative approach was selected because it provides an in-depth understanding of the implementation of student affairs management in optimizing students' academic and non-academic achievements based on actual conditions in the field. Qualitative research enables researchers to examine various phenomena holistically through direct interaction with research subjects, thereby obtaining a comprehensive description of the

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processes of planning, implementation, evaluation, and factors influencing the successful implementation of student affairs management. Meanwhile, the case study design was applied because this research focused on a single educational institution, namely Madrasah Aliyah Nurul Jadid, as a system with distinctive characteristics through the integration of formal education and the pesantren system in student management.

The research was conducted at Madrasah Aliyah Nurul Jadid, Paiton, Probolinggo Regency, East Java. This madrasah was purposively selected because it has the characteristics of a pesantren-based educational institution that implements integrated student development and guidance for twenty-four hours. In addition to being recognized for its strong academic and religious culture, this madrasah has also demonstrated various academic and non-academic achievements at regional and national levels. These conditions make Madrasah Aliyah Nurul Jadid a relevant research site for examining the implementation of student affairs management in supporting the improvement of educational quality.

The research informants were selected using a purposive sampling technique by considering their direct involvement in the management of student affairs programs (Rufaidah & Jabbar, 2026). The main informants consisted of the Head of Madrasah, Vice Principal for Student Affairs, Vice Principal for Curriculum, extracurricular activity supervisors, homeroom teachers, and several students who actively participated in academic and non-academic activities. The selection of these informants was intended to ensure that the data obtained could describe the implementation of student affairs management from various perspectives, thereby producing rich, in-depth, and relevant information aligned with the research focus.

Data collection in this study was conducted through three techniques: observation, interviews, and documentation (Nurfajriani et al., 2024). Observation was carried out directly on various activities related to the implementation of student affairs management, including program planning processes, student development activities, extracurricular implementation, character development, and program evaluation conducted by the madrasah. Participatory observation was applied to gain an understanding of the social situation, organizational culture, interaction patterns, and the implementation of management functions within the daily life of the madrasah environment.

The interview technique was conducted through in-depth interviews using semi-structured interview guidelines (Indriyani, 2026). The interviews aimed to explore information regarding student affairs management policies, student development strategies, the implementation of programs to improve academic and non-academic achievements, supporting and inhibiting

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factors in program implementation, as well as the efforts undertaken by the madrasah in conducting continuous evaluation and improvement. The semi-structured interview model provided flexibility for researchers to explore various information that emerged during the research process while maintaining alignment with the predetermined research focus.

Documentation was used as supporting data to strengthen the findings obtained from observations and interviews. The documents analyzed included the madrasah organizational structure, student affairs work programs, academic calendars, extracurricular activity schedules, student regulations, program evaluation reports, academic and non-academic achievement records, meeting minutes, activity photographs, and other administrative documents related to the implementation of student affairs management. Document analysis was conducted to obtain empirical evidence that could strengthen the interpretation of the research findings.

Data analysis was conducted interactively by referring to the model proposed by Qomaruddin and Sa'diyah (2024), which consists of three main stages: data reduction, data display, and conclusion drawing and verification. Data reduction was carried out from the beginning of the data collection process by selecting, categorizing, simplifying, and focusing on information relevant to the research objectives. The next stage involved data display in the form of narrative descriptions, matrices, and relationships among categories to facilitate the researcher's understanding of the implementation patterns of student affairs management. The final stage, conclusion drawing, was conducted continuously throughout the research process through verification activities on all obtained data, resulting in valid and accountable research findings.

The validity of the data in this study was examined using triangulation techniques (D. Susanto & Jailani, 2023). Source triangulation was conducted by comparing information obtained from the head of the madrasah, vice principal for student affairs, vice principal for curriculum, teachers, extracurricular activity supervisors, and students to achieve a high level of data consistency. Technique triangulation was carried out by comparing the results of observations, interviews, and documentation regarding the same phenomenon to ensure the suitability of information obtained through various data collection methods. Meanwhile, time triangulation was conducted by repeating the data collection process at different times to obtain stable information and provide a more objective representation of the implementation of student affairs management. Through the application of these three forms of triangulation, the research findings are expected to achieve high levels of credibility, dependability, confirmability, and transferability, thereby providing valid scientific contributions to the development of Islamic education

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management studies.

RESULTS AND DISCUSSION

Student Affairs Management Planning in Optimizing Students' Academic and Non-Academic Achievements

Planning is a fundamental management function that determines the direction of the implementation of all organizational programs. In the context of student affairs management, planning serves as the primary foundation for designing various student development programs to ensure alignment with the vision, mission, and objectives of the educational institution. The findings of this study indicate that the implementation of student affairs management at Madrasah Aliyah Nurul Jadid begins with a planning process that is conducted systematically, collaboratively, and oriented toward improving students' academic and non-academic achievements. The planning process is not only focused on the formulation of annual programs but also includes the identification of students' needs, coordination among stakeholders, and the establishment of measurable achievement targets.

The development of student affairs programs is conducted prior to the beginning of the academic year through madrasah work meetings involving the head of the madrasah, vice principal for student affairs, vice principal for curriculum, teachers, extracurricular activity supervisors, and elements of the pesantren system. The involvement of various stakeholders indicates that the planning process is carried out collaboratively, ensuring that each formulated program is capable of accommodating academic needs, character development, and students' talent development (Suriani et al., 2025). The programs developed include discipline development, student organization development, extracurricular activities, academic competition coaching, strengthening of Islamic character, counseling services, and mentoring programs for high-achieving students.

The findings further reveal that program development is not conducted merely as an administrative routine but begins with an analysis of the evaluation results of previous programs. Data regarding students' achievement outcomes, participation levels in extracurricular activities, violations of student regulations, and various forms of student development evaluation are utilized as the basis for determining priorities for subsequent programs (Rahma, 2025). This evaluation-based approach enables the madrasah to implement continuous improvement, ensuring that each designed program remains relevant to the actual needs of students.

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In addition to being oriented toward the evaluation of previous programs, student affairs management planning is also based on an analysis of students' needs. The needs analysis is conducted through the identification of new students' characteristics, mapping of academic potential, interests and talents, psychological conditions, social backgrounds, and the developmental needs of students during their time within the madrasah and pesantren environment (Al Aluf, 2024). This information is obtained through the new student admission selection process, initial observations, homeroom teachers' reports, coordination results with guidance and counseling teachers, and student development activities conducted by the pesantren administrators. Therefore, each student affairs program is designed based on the actual needs of students, making it more adaptive to the dynamics of student development.

The characteristics of Madrasah Aliyah Nurul Jadid as a pesantren-based madrasah provide a distinctive dimension to the process of analyzing students' needs. Student development is not only focused on improving academic competencies but is also directed toward the formation of religious character, discipline, independence, responsibility, and social interaction skills within the pesantren environment (Sholikha, 2026). The integration between formal education and the pesantren system enables student needs analysis to be conducted more comprehensively by considering students' development throughout the twenty-four-hour educational process. This condition allows the madrasah to obtain more complete information regarding students' behavioral development, learning abilities, and non-academic potential (Lestari, 2023).

The planning of student affairs programs is also supported by intensive coordination between the Vice Principal for Student Affairs and various work units within the madrasah environment. Coordination is conducted periodically through coordination meetings, program discussions, and informal communication involving the head of the madrasah, vice principal for curriculum, homeroom teachers, subject teachers, extracurricular activity supervisors, guidance and counseling teachers, and pesantren administrators. Through this coordination process, each designed program can be aligned with the academic calendar, pesantren programs, students' needs, and the strategic policies of the madrasah.

Cross-sector coordination plays an important role in preventing program overlaps and ensuring that each student affairs activity contributes to the achievement of comprehensive educational objectives. For instance, programs such as Science Olympiad development, *Musabaqah Tilawatil Qur'an* (Qur'an recitation competition), sports competitions, student organizations, and leadership activities are designed through collective agreements to ensure that they do not interfere with classroom learning processes. This synergy demonstrates that the

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success of student affairs management implementation is not solely determined by the student affairs division but is the result of collaboration among all components of the educational institution.

Another important aspect of the planning process is the establishment of achievement targets as indicators of the success of student affairs programs. The findings indicate that Madrasah Aliyah Nurul Jadid establishes achievement targets in stages, including academic targets, non-academic targets, character development targets, and student discipline targets. The determination of these targets is based on students' potential, madrasah resources, previous achievement experiences, and competition opportunities that will be participated in throughout the academic year. With clear targets, all student development programs have measurable directions, enabling the monitoring and evaluation processes to be conducted more objectively.

The establishment of achievement targets also serves as an instrument for building an achievement-oriented culture within the madrasah environment. Each student is encouraged to develop their potential according to their areas of interest through intensive guidance from teachers and supervisors. This culture creates collective motivation among all members of the madrasah community to continuously improve academic and non-academic quality. Therefore, the success of student affairs programs is not only measured by the number of championships or awards obtained but also by improvements in students' character quality, responsibility, discipline, and active participation in various educational activities.

The findings of this study demonstrate that the planning function in student affairs management has been implemented in accordance with the concept of Planning proposed by George R. Terry. Terry explains that planning is a process of determining organizational goals and establishing the best steps to achieve them through the effective utilization of resources (Wijayanti & Wicaksana, 2023). In this study, this function is reflected through the development of programs based on students' needs, cross-sector coordination, the utilization of evaluation results as a foundation for program development, and the establishment of measurable achievement targets. Thus, planning is not merely understood as the preparation of administrative documents but as a strategic process that serves as the foundation for the successful implementation of student affairs management.

The findings of this study also reinforce previous research indicating that the quality of planning is a key factor in the success of educational management implementation. However, this study provides a broader perspective by demonstrating that the effectiveness of planning is not only influenced by the ability to design programs but also by the integration of pesantren culture,

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collaboration among stakeholders, and comprehensive analysis of students' needs. Therefore, the Planning function in student affairs management at Madrasah Aliyah Nurul Jadid has developed into a participatory planning process that integrates academic dimensions, character development, and pesantren values as a unified approach in optimizing students' academic and non-academic achievements.

Implementation of Student Affairs Management in Optimizing Students' Academic and Non-Academic Achievements

Implementation is the stage in which all planning that has been developed within student affairs management is put into practice. At this stage, all designed programs are realized through various student development activities involving all elements of the madrasah in a coordinated manner (Yanti, 2025). The findings of this study indicate that the implementation of student affairs management at Madrasah Aliyah Nurul Jadid is carried out systematically through academic guidance, extracurricular activity development, student organization empowerment, character formation, and the integration of formal education with the pesantren system. All of these programs operate synergistically, creating a conducive educational environment for the comprehensive development of students' potential.

Student development activities are implemented continuously from the time students are admitted until they complete their education at the madrasah. The development process is not only directed toward improving learning outcomes but also includes personality development guidance, discipline habituation, strengthening learning motivation, and developing students' social skills (Hasanah, Rizkianti, et al., 2024). The Vice Principal for Student Affairs, together with homeroom teachers, subject teachers, guidance and counseling teachers, and dormitory supervisors, actively provides assistance in monitoring students' development through intensive communication and periodic evaluations. This development pattern enables problems faced by students to be identified at an early stage, allowing the solutions provided to be more targeted and appropriate.

The implementation of student development is also realized through various academic mentoring programs, such as coaching for Olympiad participants, enrichment classes, in-depth subject preparation before competitions and examinations, as well as guidance for students with outstanding academic abilities (A. A. Maulida et al., 2025). On the other hand, the madrasah also provides attention to students experiencing learning difficulties through individual mentoring services and coordination between subject teachers and homeroom teachers. This approach

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demonstrates that student development is implemented inclusively by considering the diversity of students' abilities and learning needs (Syifa et al., 2026).

In addition to academic guidance, the implementation of student affairs management is realized through the development of extracurricular activities as a means of optimizing students' non-academic potential. The madrasah provides various extracurricular activities tailored to students' interests, talents, and potentials, including sports, arts, religious activities, leadership, languages, and other skills (Mubarok et al., 2026). Each activity is supervised by teachers or trainers with competencies relevant to their respective fields, ensuring that the development process is carried out professionally and systematically. The existence of extracurricular programs is not only aimed at achieving success in various competitions but also serves as a learning medium for students to develop creativity, teamwork skills, communication abilities, responsibility, and leadership qualities (Kusnaedi et al., 2025).

The findings of this study indicate that extracurricular activities have become an integral part of the student development system at Madrasah Aliyah Nurul Jadid. The madrasah actively identifies students' potentials, provides intensive guidance for students with specific talents, and facilitates students' participation in various competitions at the district, provincial, and national levels (Akmal et al., 2025). This strategy demonstrates that extracurricular activities are positioned as competency development instruments that provide tangible contributions to improving non-academic achievements while strengthening students' self-confidence.

The implementation of student affairs management is also strengthened through the empowerment of student organizations as a platform for leadership learning and the development of social skills (Mujahidin et al., 2025). Student organizations are provided with broad opportunities to design and implement various madrasah activities under the guidance of supervising teachers. Through these organizations, students learn about program planning, task delegation, decision-making, organizational communication, problem-solving, and responsibility for activity implementation. The trust given by the madrasah to students serves as an effective leadership learning medium while simultaneously fostering a participatory culture within the educational environment (Handayani et al., 2026).

The empowerment of student organizations also functions as a medium for internalizing democratic values, collaboration, and responsibility. Students are not only involved as activity executors but are also engaged in decision-making processes related to various student affairs activities (Devi et al., 2023). This condition reflects that the implementation of student affairs management provides opportunities for students to develop as active, creative, and responsible

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educational subjects in both the learning process and organizational life.

Another important aspect of student affairs management implementation is student character development. The findings of this study indicate that character formation is a primary priority at Madrasah Aliyah Nurul Jadid because it is considered the foundation of successful Islamic education. Character development is carried out through habituation of congregational worship, discipline practices, teacher role modeling, a culture of mutual respect, independent living habits, responsibility for assigned tasks, and the consistent implementation of student regulations (NA et al., 2026). These various activities are not only aimed at establishing disciplined behavior but also at instilling religious values, honesty, integrity, social awareness, and ethical principles in daily life.

Character development is implemented in an integrated manner through intracurricular, co-curricular, extracurricular activities, as well as through daily life within the pesantren environment (Hidayatulloh et al., 2022). Teachers do not only act as transmitters of learning materials but also serve as role models who provide concrete examples through their daily behavior. Thus, the process of value internalization occurs through direct experiences encountered by students, making character formation more effective compared to approaches that are solely theoretical.

The main characteristic of student affairs management implementation at Madrasah Aliyah Nurul Jadid lies in the integration between formal education and the pesantren system. All student activities take place within the pesantren environment, enabling the development process to be carried out continuously for twenty-four hours. This integration allows academic guidance, character formation, spiritual development, and social habituation to take place within a mutually supportive educational system (Miqdad et al., 2026). The dormitory environment provides opportunities for teachers, *musyrif* (student mentors), and pesantren administrators to conduct intensive guidance, allowing students' development to be monitored comprehensively.

This integrated model generates strong synergy between academic culture and religious culture (Harianto et al., 2026). Students not only acquire knowledge through classroom learning processes but also experience educational development through various pesantren activities, such as religious studies, worship habituation, social activities, leadership training, and discipline formation. Thus, the implementation of student affairs management does not stop at student administration management but develops into a holistic development system that integrates intellectual, spiritual, emotional, and social dimensions.

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The findings of this study indicate that the implementation of student affairs management at Madrasah Aliyah Nurul Jadid is aligned with the Actuating function proposed by George R. Terry. According to Terry, actuating is the process of mobilizing all organizational resources so that they are willing to work effectively in achieving predetermined goals (Wijayanti & Wicaksana, 2023). In the context of this study, this function is reflected through the ability of the madrasah leadership to coordinate teachers, extracurricular supervisors, homeroom teachers, pesantren administrators, and students in implementing various student development programs in an integrated manner. This mobilization process is not only realized through the provision of instructions but also through exemplary leadership, motivation, effective communication, clear task delegation, and collaboration among all institutional components.

The findings of this study expand the implementation of George R. Terry's management theory within the context of pesantren-based Islamic education. While Terry's theory emphasizes the importance of mobilizing organizational resources to achieve objectives, this study demonstrates that the success of the actuating function is not only influenced by aspects of coordination and leadership but also by the internalization of religious values, pesantren culture, and continuous character development (Syahputra & Aslami, 2023). The integration between formal education and the pesantren system serves as the primary strength that distinguishes the implementation of student affairs management at Madrasah Aliyah Nurul Jadid from that of conventional formal educational institutions. Therefore, the implementation of student affairs management not only contributes to improving students' academic and non-academic achievements but also develops students who possess strong character, independence, discipline, and a balance between intellectual and spiritual competencies.

Evaluation of Student Affairs Management in Optimizing Students' Academic and Non-Academic Achievements

Evaluation is a management function that ensures all planned and implemented programs operate in accordance with the established objectives. In the implementation of student affairs management, evaluation does not only function as a tool for measuring program success but also as a control mechanism that provides feedback for continuous program improvement (Zulkarnain et al., 2025). The findings of this study indicate that Madrasah Aliyah Nurul Jadid implements a systematic evaluation system through program monitoring activities, evaluation of students' achievement outcomes, periodic evaluation meetings, and follow-up actions based on evaluation results. This evaluation pattern enables the student affairs management process to remain

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dynamic and adaptive to students' needs and developments within the educational environment (Nadia et al., 2025).

Program monitoring represents the initial stage in the evaluation process, which is conducted continuously throughout the implementation of student affairs activities. Monitoring is carried out by the Vice Principal for Student Affairs together with the head of the madrasah through direct supervision of various student development programs, including academic activities, extracurricular activities, student organizations, and character development programs (MEGAWATI, 2026). Supervision is not only conducted at the end of program implementation but also throughout the activity process, allowing various obstacles to be identified and addressed immediately (Singerin, 2026). This mechanism enables the madrasah to maintain the quality of program implementation while ensuring that all activities are carried out in accordance with the predetermined plans.

The monitoring process also involves homeroom teachers, subject teachers, extracurricular supervisors, guidance and counseling teachers, and pesantren administrators. The involvement of various stakeholders indicates that supervision of students' development is conducted collaboratively (Putri, 2025). Information regarding students' attendance, discipline levels, academic development, participation in organizations, extracurricular activities, and student behavior within the pesantren environment is collected periodically as evaluation material. Therefore, monitoring is not only oriented toward program achievement but also provides a comprehensive overview of students' overall development.

In addition to program monitoring, evaluation is also conducted on students' academic and non-academic achievement outcomes. Academic evaluation is carried out through the analysis of learning outcomes, competency achievements, students' success in various academic competitions, and the development of learning abilities throughout one semester or one academic year (Zulfia et al., 2026). Meanwhile, the evaluation of non-academic achievements is conducted through assessments of students' accomplishments in sports, arts, organizations, religious activities, leadership, and various other extracurricular activities. The evaluation results indicate that achievement improvement is not only measured based on the number of awards obtained but also through the development of abilities, active participation, and students' consistency in participating in the development process.

The madrasah also pays attention to the evaluation of character aspects as an inseparable part of the success of student affairs management. Character assessment is conducted through observations of discipline, responsibility, honesty, social awareness, compliance with regulations,

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and the implementation of religious values in daily life. This evaluation process is carried out in an integrated manner through coordination among teachers, homeroom teachers, dormitory supervisors, and pesantren administrators, resulting in a comprehensive description of students' development (Ratna Sari et al., 2025). This approach demonstrates that educational success at Madrasah Aliyah Nurul Jadid is not only measured through academic aspects but also through the success in developing students' character and moral values.

The results of monitoring and evaluation are subsequently discussed in periodic evaluation meetings. These evaluation meetings serve as strategic forums for the head of the madrasah, Vice Principal for Student Affairs, Vice Principal for Curriculum, homeroom teachers, teachers, extracurricular supervisors, guidance and counseling teachers, and pesantren representatives to discuss various achievements and challenges encountered during program implementation. Through this forum, each working unit is given the opportunity to present program development reports, identify obstacles faced, and formulate alternative solutions collectively. This collective evaluation pattern strengthens a collaborative organizational culture that is oriented toward continuous quality improvement (Harmaen et al., 2026).

Evaluation meetings do not only serve as a means of presenting reports but also function as a reflection medium for assessing the effectiveness of student affairs management implementation. Various monitoring data are analyzed to determine the level of target achievement, the effectiveness of student development strategies, and the relevance of programs to students' needs. If certain programs are found to be less optimal in their implementation, the madrasah immediately develops improvement measures through adjustments to development strategies, strengthening coordination among implementers, and developing program innovations (Musaddad et al., 2025). Thus, evaluation meetings become an important instrument in establishing a culture of continuous quality improvement.

The next stage involves follow-up actions based on evaluation results. The findings indicate that every evaluation result is consistently followed by the development of operational improvement plans. Follow-up actions are implemented through the refinement of work programs, strengthening guidance for students who require special assistance, improving the competencies of extracurricular supervisors, optimizing coordination among divisions, and adjusting achievement targets based on previous evaluation results (Rahma, 2025). This approach demonstrates that evaluation does not end with the assessment process but serves as a foundation for decision-making in improving the quality of student affairs services.

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Follow-up actions are also implemented for students based on the evaluation results obtained. Students who demonstrate academic and non-academic achievements receive further guidance through intensive mentoring programs to maintain and enhance their achievements. Conversely, students experiencing learning difficulties or disciplinary issues receive individual development services through coordination among homeroom teachers, guidance and counseling teachers, parents, and pesantren supervisors (Amelia, 2025). This approach demonstrates that the implementation of student affairs management is oriented toward the development of all students according to their respective characteristics and needs.

The success of the evaluation process at Madrasah Aliyah Nurul Jadid cannot be separated from the organizational culture that positions evaluation as an integral part of institutional learning. Each program is viewed as a process that can always be improved through continuous reflection, supervision, and refinement. This culture encourages all elements of the madrasah to remain open to various inputs, implement innovations, and build collective commitment to improving the quality of student development. Thus, evaluation becomes a strategic instrument that supports the realization of an effective and adaptive student affairs management system.

The findings of this study indicate that the implementation of student affairs management evaluation at Madrasah Aliyah Nurul Jadid is aligned with the Controlling function in George R. Terry's management theory. According to Terry, controlling is the process of measuring work implementation, comparing it with predetermined standards, and taking corrective actions when deviations are identified to ensure that organizational objectives are achieved effectively (Aditia & Asiyah, 2023). In this study, the controlling function is reflected through continuous monitoring, evaluation of academic and non-academic achievements, evaluation meetings involving all stakeholders, and the development of follow-up actions as the basis for program improvement. Therefore, control does not only function as a mechanism for supervising program implementation but also serves as an organizational learning mechanism that encourages continuous quality improvement.

Furthermore, the findings of this study extend the implementation of George R. Terry's management theory within the context of pesantren-based Islamic education management (Arifin & Husni, 2026). The controlling function is not only realized through administrative supervision of program implementation but also through an evaluation process that integrates academic, non-academic, character, and spiritual dimensions of students. A participatory evaluation system supported by synergy between the madrasah and pesantren produces a more comprehensive control mechanism compared to evaluation models that are solely oriented toward academic

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achievement. Therefore, this study emphasizes that the effectiveness of student affairs management evaluation is not only determined by the institution's ability to measure program success but also by its ability to utilize evaluation results as a basis for innovation, decision-making, and continuous improvement of educational quality.

Supporting Factors in the Implementation of Student Affairs Management in Optimizing Students' Academic and Non-Academic Achievements

The success of student affairs management implementation is not only determined by the quality of program planning, implementation, and evaluation but is also influenced by various supporting factors that shape the educational ecosystem as a whole. The findings of this study indicate that the implementation of student affairs management at Madrasah Aliyah Nurul Jadid is supported by the synergy of various institutional components, including the leadership of the madrasah head, pesantren culture, the competence of teachers and student development supervisors, parental involvement, and the availability of educational facilities and infrastructure. All of these factors interact with one another, creating an effective student development system oriented toward improving both academic and non-academic achievements (MUHAMMAD, 2022).

The most dominant supporting factor is the leadership of the madrasah head. The findings reveal that the madrasah head acts as a strategic leader who is capable of directing all educational resources toward achieving common goals. This leadership is demonstrated through the formulation of policies oriented toward student development, providing motivation to teachers and educational staff, strengthening coordination among divisions, and making responsive decisions regarding various madrasah needs (Annisa, 2026). The madrasah head also serves as a facilitator who provides support for various academic and non-academic development programs, ensuring that each program receives institutional legitimacy and adequate resource support.

The leadership implemented is not merely administrative in nature but also demonstrates exemplary behavior in applying Islamic educational values. The madrasah head establishes a collaborative work culture by involving vice principals, teachers, extracurricular supervisors, and pesantren administrators in every decision-making process (NUR, 2024). This participatory leadership pattern creates open communication, increases a sense of ownership toward madrasah programs, and strengthens the commitment of all members of the educational community in optimizing students' achievements (Kiptiyah & Astutik, 2026). Therefore, the leadership of the madrasah head serves as the primary driving force that unites various

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organizational potentials toward a shared educational goal.

The next supporting factor is the pesantren culture, which represents the main characteristic of Madrasah Aliyah Nurul Jadid. The findings of this study indicate that the pesantren environment establishes a development system that operates continuously for twenty-four hours (Basri & Wahyuningsih, 2026). Religious values, discipline, independence, responsibility, and a sense of togetherness that grow within pesantren life make significant contributions to the success of student affairs management implementation (M. Irwan et al., 2026). These values are not only taught through formal learning activities but are also internalized through daily habituation, making them an integral part of students' character development.

The integration of pesantren culture with the formal education system creates a conducive learning environment for the development of academic and non-academic competencies. Students are provided with opportunities to develop intellectual abilities while strengthening spirituality, ethics, and leadership through various pesantren activities (Khofi & Furqon, 2024). This condition creates continuity between the educational process in classrooms and student development activities within the dormitory environment, allowing students' development to be monitored and guided more comprehensively. These findings indicate that pesantren culture serves as social capital that strengthens the effectiveness of student affairs management implementation (A. J. Maulida, 2026).

The competence and commitment of teachers are also highly determining supporting factors. Teachers do not only perform their roles as educators in the learning process but also act as mentors, motivators, character developers, and student companions in various academic and non-academic activities (Wati et al., 2024). The findings demonstrate that teachers are actively involved in achievement development through Olympiad mentoring, extracurricular guidance, student organization development, and supervision of students' learning progress (NAILA, 2025). The high level of teacher involvement creates positive interpersonal relationships, enabling students to receive academic and psychological support in developing their potential.

In addition to teachers, the presence of extracurricular supervisors and pesantren mentors provides a significant contribution to the success of student affairs programs. These supervisors do not only develop students' technical abilities according to their respective fields but also instill values of discipline, responsibility, cooperation, and sportsmanship. Intensive guidance enables students to receive continuous development support, allowing their potentials to be optimally developed (Faridah et al., 2025). The synergy between teachers and supervisors demonstrates that the success of student development is the result of collective efforts involving all educational

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components.

Parental involvement is also an equally important supporting factor. The findings indicate that effective communication between the madrasah and parents has a positive impact on students' development (I. Irwan et al., 2023). Parents play a role in providing learning motivation, monitoring their children's development, supporting the implementation of madrasah programs, and establishing educational alignment between the family environment and the educational institution. This harmonious relationship creates collaboration that strengthens the student development process, allowing various emerging issues to be resolved collectively through a more comprehensive approach.

The madrasah also actively establishes communication with parents through periodic meetings, the delivery of student development reports, and coordination in addressing various academic and non-academic issues (Ytu et al., 2026). This communication pattern demonstrates that the implementation of student affairs management is not solely the responsibility of the educational institution but represents a shared responsibility among the madrasah, family, and pesantren environment (Bastomi & Sirozi, 2024). Such collaboration strengthens the effectiveness of student development and enhances the consistency of educational values implementation in students' daily lives.

Another supporting factor is the availability of adequate facilities and infrastructure. The findings of this study indicate that Madrasah Aliyah Nurul Jadid possesses various facilities that support the implementation of student affairs programs, including representative classrooms, laboratories, libraries, sports facilities, student organization spaces, worship facilities, dormitories, and various supporting facilities for extracurricular activities. The availability of these facilities enables all student development programs to be implemented optimally and provides extensive opportunities for students to develop their academic and non-academic potentials (Amri, 2026).

The availability of facilities and infrastructure does not only support the learning process but also enhances the overall quality of educational services. Adequate facilities provide opportunities for students to practice, compete, organize, and develop creativity within a conducive environment (Sita et al., 2024). Therefore, facilities and infrastructure function as supporting factors that strengthen the implementation of student affairs management while improving the effectiveness of achieving the achievement targets established by the madrasah.

The findings of this study indicate that the supporting factors in the implementation of student affairs management do not operate independently but complement one another in forming an integrated student development system (Diana & Azdillah, 2024). The leadership of

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the madrasah head provides policy direction, pesantren culture shapes students' character and discipline, teachers and supervisors carry out professional development processes, parents strengthen education within the family environment, while facilities and infrastructure provide physical support for program implementation. The synergy of these five factors becomes the primary strength that enables Madrasah Aliyah Nurul Jadid to continuously optimize students' academic and non-academic achievements.

The findings of this study further reinforce George R. Terry's perspective that the success of management functions is highly influenced by an organization's ability to optimize all available resources in order to achieve objectives effectively (Hasnida & Azhari, 2024). In the context of this study, these resources are not limited to material aspects but also include leadership, organizational culture, human resource competence, partnerships with parents, and a pesantren-based educational environment. Therefore, the implementation of student affairs management at Madrasah Aliyah Nurul Jadid demonstrates that the successful improvement of students' achievements is the result of the synergy among various supporting factors integrated within a comprehensive Islamic education management system.

Inhibiting Factors in the Implementation of Student Affairs Management in Optimizing Students' Academic and Non-Academic Achievements

In addition to being supported by various factors that strengthen the implementation of student affairs management, the findings of this study also reveal several challenges that need to be managed to ensure that student development objectives can be achieved optimally. These inhibiting factors are not merely structural in nature but are also related to students' characteristics, the complexity of program implementation, coordination among implementers, and time limitations in carrying out all educational activities (Marijah et al., 2026). Nevertheless, these challenges do not become major obstacles but rather serve as evaluation materials for the continuous improvement of the student affairs management system.

One of the most prominent inhibiting factors is the diversity of students' characteristics (Harun & Lasriani, 2024). Madrasah Aliyah Nurul Jadid accepts students from various regions with diverse social, cultural, economic backgrounds, educational experiences, and academic abilities. This diversity represents a valuable aspect of the educational process; however, at the same time, it requires more adaptive and individualized development approaches (A. Susanto & Yohana, 2025). Each student possesses different learning styles, levels of motivation, adaptation abilities, and development needs, meaning that the implementation of student affairs programs requires

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flexible strategies oriented toward the characteristics of each student.

The diversity of students' characteristics is also reflected in differences in discipline levels, emotional maturity, organizational abilities, and interests in academic and non-academic activities. Some students are able to adapt quickly to the pesantren culture and the development system implemented, while others require a more intensive mentoring process (Nugraha & Nugraha, 2025). This condition requires teachers, homeroom teachers, extracurricular supervisors, and pesantren administrators to provide different levels of attention according to each student's needs. Therefore, the implementation of student affairs management cannot be carried out through a uniform approach but requires differentiated development strategies to ensure that all students receive services that are aligned with their respective potentials and needs.

Another inhibiting factor is the limitation of time in implementing student development programs. Madrasah Aliyah Nurul Jadid integrates academic activities, character development, pesantren activities, student organizations, and various extracurricular programs within a single educational system. The large number of activities that students are required to participate in makes time management a significant challenge. On the one hand, the madrasah seeks to provide extensive opportunities for students to develop their academic and non-academic potentials; however, on the other hand, it must maintain a balance between academic workload, organizational activities, religious development programs, and students' rest periods (Sopwandin, 2023).

Time limitations are also experienced by teachers and student development supervisors who must carry out multiple responsibilities simultaneously. In addition to conducting classroom learning processes, teachers are also involved in achievement development, student organization mentoring, extracurricular guidance, discipline supervision, and various pesantren activities (Muffidah & Rohmah, 2025). The complexity of these responsibilities requires effective time management skills to ensure that all programs can be implemented effectively without reducing the quality of services provided to students. Therefore, scheduling arrangements and task distribution become important aspects in maintaining the sustainability of student affairs management implementation.

Another challenge is related to coordination among program implementers. The implementation of student affairs management involves various stakeholders, including the head of the madrasah, vice principal for student affairs, vice principal for curriculum, homeroom teachers, subject teachers, guidance and counseling teachers, extracurricular supervisors, and

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pesantren administrators (Hakim, 2024). The involvement of many parties requires intensive communication and coordination to ensure that all programs can operate in an integrated manner. In practice, certain conditions require schedule adjustments, prioritization of activities, and policy synchronization, making the coordination process more complex.

Although coordination has been carried out through regular meetings and continuous communication, the dynamics of educational activities require ongoing adjustments to various programs being implemented. For example, the implementation of extracurricular activities must be aligned with the academic calendar, pesantren agendas, and competition schedules, which often undergo changes (Pratama, 2025). These conditions require all program implementers to possess effective communication, collaboration, and rapid decision-making abilities to prevent overlapping program implementation.

Another inhibiting factor is the extensive workload of programs that must be managed by the student affairs division. As a pesantren-based educational institution, Madrasah Aliyah Nurul Jadid does not only carry out student administration programs but also manages various student development activities, including academic guidance, extracurricular programs, student organizations, character development, religious guidance, counseling services, leadership development, and preparation for various academic and non-academic competitions (Maulana, 2024). The broad scope of these programs results in a highly complex responsibility for the student affairs division, requiring a structured management system and adequate resource support.

The complexity of program responsibilities becomes increasingly challenging when the madrasah must respond to emerging student needs and demands for educational quality improvement. Changes in educational policies, developments in information technology, increasing competition in various fields, and societal expectations regarding graduate quality require the student affairs division to continuously develop program innovations. This condition leads to increased demands for coordination, administrative management, and more intensive student mentoring (Hidayat et al., 2025). Therefore, the success of student affairs management implementation highly depends on the institution's ability to manage program complexity effectively.

Although various obstacles are encountered in the implementation of student affairs management, the findings of this study indicate that Madrasah Aliyah Nurul Jadid is able to manage these challenges through a collaborative and problem-solving-oriented approach. The diversity of students' characteristics is addressed through more personalized guidance, time limitations are managed through more structured scheduling, coordination is strengthened

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through continuous communication, while program complexity is managed through clear task distribution and collaboration among all elements of the madrasah (Habibah, 2025). This approach demonstrates that obstacles are perceived as part of organizational dynamics that must be professionally managed rather than as reasons to reduce the quality of services provided to students (Hasanah, Nur, et al., 2024).

The findings of this study indicate that the inhibiting factors in the implementation of student affairs management are essentially consequences of the complexity of the educational system applied in pesantren-based madrasahs (Edi, 2025). Nevertheless, the existence of these obstacles does not reduce the effectiveness of student affairs management implementation because it is supported by evaluation mechanisms, coordination systems, and continuous improvement practices that have become part of the organizational culture. This perspective strengthens George R. Terry's view that every management process will encounter various challenges during implementation; therefore, effective control, coordination, and decision-making abilities are required to ensure that organizational objectives can still be achieved (Gamar & Maliki, 2025).

Thus, this study emphasizes that the success of student affairs management implementation is not determined by the absence of obstacles, but by the ability of educational institutions to identify, manage, and transform various challenges into opportunities for improving the quality of student development. In the context of Madrasah Aliyah Nurul Jadid, this capability is reflected through the synergy between leadership, organizational culture, the pesantren system, and the commitment of all members of the madrasah community in maintaining the effective and sustainable implementation of student development programs.

CONCLUSION

This study demonstrates that the implementation of student affairs management at Madrasah Aliyah Nurul Jadid is carried out through the systematic and continuous integration of management functions, including planning, actuating, and controlling. At the planning stage, the madrasah develops programs based on students' needs analysis, the results of previous program evaluations, cross-sector coordination, and the establishment of measurable academic and non-academic achievement targets. The implementation stage is realized through academic guidance, extracurricular development, student organization empowerment, character development, and the integration of formal education with the pesantren system, which enables the student development process to be conducted comprehensively. Furthermore, the evaluation stage is

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implemented through program monitoring, assessment of students' achievement outcomes, periodic evaluation meetings, and follow-up actions that serve as the basis for continuous improvement of student development programs.

The success of student affairs management implementation is influenced by the synergy of various supporting factors, including visionary leadership of the madrasah head, strong pesantren culture, teacher and supervisor professionalism, parental involvement, and adequate educational facilities and infrastructure. On the other hand, the implementation also encounters several challenges, including diverse student characteristics, limited program implementation time, complexity of coordination among implementers, and the extensive workload of student affairs programs. Nevertheless, these challenges can be managed through effective coordination, intensive communication, continuous evaluation, and the commitment of all members of the madrasah community to improving the quality of educational services.

The findings of this study emphasize that the optimization of students' academic and non-academic achievements does not solely depend on the quality of student affairs programs but also on the integration of management functions with the organizational culture of a pesantren-based madrasah. This study provides a conceptual contribution by extending the implementation of George R. Terry's management function theory through a student affairs management implementation model that integrates the dimensions of planning, implementation, evaluation, and the strengthening of pesantren culture as a unified approach in student development. This model demonstrates that the integration of modern educational management and Islamic educational values is capable of establishing an effective development system for improving academic achievement, non-academic achievement, and students' character in a sustainable manner. Therefore, the findings of this study are expected to serve as a reference for madrasahs and other Islamic educational institutions in developing student affairs management systems that are more adaptive, collaborative, and oriented toward continuous educational quality improvement.

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