



# Comprehensive Student Management at SMP IT Daarul Hidayah: Integrating Potential Screening, the Qirā'atul Kutub Tahfidz Program, and Administrative Documentation.

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## Abstract:

*Student management is a strategic issue in improving school quality because it determines the regularity of student services from admission to graduation. In the context of integrated Islamic schools, the urgency of student management is even higher because schools are not only required to produce academic achievements, but also strengthen religious character development through flagship programs. This study aims to describe and analyze the implementation of end-to-end student management based on SOPs at SMP IT Daarul Hidayah, specifically the integration of potential screening, tahfidz-qirā'atul kutub programs, and administrative documentation as a service quality control mechanism. The study uses a descriptive, qualitative approach with a case-study strategy; data were collected through observation, in-depth interviews, and documentation (student SOPs, master books, clapper books, ledger books, and BK records). Data analysis was carried out interactively through data reduction, data presentation, and concluding/verification with triangulation of sources and methods to maintain credibility. The findings indicate that student management is implemented through structured stages of planning, diagnostic-inclusive PPDB, orientation and screening, role organization (Waka Kesiswaan, Homeroom Counselor, BK), character development through class routines and flagship programs, extracurricular/OSIS management as a discipline and leadership instrument, and comprehensive, systematically documented academic-attitude assessments. This system has an impact on increasing the regularity of coaching, trackability of student development data, and strengthening the school's identity through "modern-Salafi" integration. The main obstacle is the foundation's limited budget, but it is addressed through consistent SOPs and external collaboration strategies. In conclusion, SOP-based end-to-end student management is effective as a strategic instrument for aligning student services with the vision of an integrated Islamic school; further research is recommended to conduct multi-case studies and longitudinal tracking to assess the sustainability of the impact on discipline, achievement, and flagship program outcomes.*

**Keywords:** Student Management; SOP; Potential Screening; Memorization; Qirā'atul Kutub

## Abstrak:

Manajemen kesiswaan menjadi isu strategis dalam peningkatan mutu sekolah karena menentukan keteraturan layanan peserta didik sejak penerimaan hingga kelulusan. Dalam konteks sekolah Islam terpadu, urgensi manajemen kesiswaan semakin tinggi karena sekolah tidak hanya dituntut menghasilkan capaian akademik, tetapi juga menguatkan pembinaan karakter religius melalui program unggulan. Penelitian ini bertujuan mendeskripsikan dan menganalisis penerapan manajemen kesiswaan end-to-end berbasis SOP di SMP IT Daarul Hidayah, khususnya integrasi screening potensi, program tahfidz-qirā'atul kutub, serta dokumentasi administratif sebagai mekanisme kontrol mutu layanan. Penelitian menggunakan pendekatan kualitatif deskriptif dengan strategi studi kasus; data dikumpulkan melalui observasi, wawancara mendalam, dan studi dokumentasi (SOP kesiswaan, buku induk, buku klapper, buku leger, dan catatan BK). Analisis data dilakukan secara interaktif melalui reduksi data, penyajian data, serta

penarikan kesimpulan/verifikasi dengan triangulasi sumber dan metode untuk menjaga kredibilitas. Temuan menunjukkan bahwa manajemen kesiswaan diimplementasikan melalui tahapan yang terstruktur dari perencanaan, PPDB diagnostik-inklusif, orientasi dan screening, pengorganisasian peran (Waka Kesiswaan Wali Kelas BK), pembinaan karakter melalui rutinitas kelas dan program unggulan, pengelolaan ekstrakurikuler/OSIS sebagai instrumen disiplin dan kepemimpinan, hingga penilaian komprehensif akademik-sikap yang terdokumentasi sistematis. Sistem ini berdampak pada meningkatnya keteraturan pembinaan, keterlacakan data perkembangan siswa, serta penguatan identitas sekolah melalui integrasi “modern-salafi”. Kendala utama terletak pada keterbatasan anggaran yayasan, namun direspons melalui konsistensi SOP dan strategi kolaborasi eksternal. Kesimpulannya, manajemen kesiswaan end-to-end berbasis SOP efektif sebagai instrumen strategis untuk menyelaraskan layanan peserta didik dengan visi sekolah Islam terpadu; penelitian selanjutnya disarankan melakukan studi multi-kasus dan pelacakan longitudinal untuk menguji keberlanjutan dampak pada disiplin, prestasi, dan capaian program unggulan.

**Kata Kunci:** manajemen kesiswaan; SOP; screening potensi; tahfidz; qirā’atul kutub

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## INTRODUCTION

Education is not simply a process of transferring knowledge, but rather an endeavor to humanize students by fostering their potential, character, and spirituality. Within the school ecosystem, student management occupies a central position as it is the heart of educational services, covering students from admission through development, assessment, and graduation. Student management literature emphasizes that student management is not merely an administrative matter but rather a series of services that encompass data management, guidance, discipline, assessment, and integrated mentoring (Suheri, 2026; Nudin, 2022). Therefore, the quality of student management often determines whether the educational process truly delivers an orderly, safe, humane, and meaningful learning experience.

In recent years, there has been a growing trend in school education governance, with schools increasingly pushing for standardized and documented management (e.g., through standard operating procedures, information systems, and strengthened service track records). Studies on digital transformation and management information systems (MIS) integration in the education sector indicate that standardization of procedures and data integration are considered crucial for improving operational efficiency and the competitiveness of educational institutions (Fadholi, Zulaikha, & Arifin, 2025). At the same time, the need for orderly student administration, including data records such as master books, clapper books, and ledger books, is increasingly prominent as a basis for monitoring student progress and providing accountability for services (Nudin, 2022). This trend requires schools to organize end-to-end student management to avoid fragmentation of student services.

A key issue that frequently arises is the tension between system (administrative) order and a humanistic approach. In many educational

institutions, data recording and procedural compliance may be effective, but they are not always linked to character development, support for adolescent development, and value reinforcement (especially in religious schools). In fact, various studies show that holistic and planned student management strengthens student character and discipline, not just completing documents (I. D. Saputri, Shobahiya, & Anshori, 2025). In other words, the challenge isn't choosing between administration and coaching, but rather integrating the two into a consistent student service flow.

In the context of integrated Islamic schools, this urgency is heightened because educational targets encompass two dimensions simultaneously: academic quality and moral quality. Numerous studies on Islamic boarding schools and boarding school management, as well as on Islamic character education, emphasize that school governance requires consciously integrating values-building programs into the management system, so that a culture of discipline and religiousness is formed through a structured process (Saadah, Asy'ari, & Jemani, 2022). This means that student management in integrated Islamic schools ideally requires not only orderly data management but also orderly development, as character and spirituality cannot develop optimally if managed incidentally.

Similarly, flagship religious programs such as the *tahfidz* (memorization of the Qur'an) also tend to be managed more systematically through guidelines, standard operating procedures (SOPs), and the mapping of students' initial abilities. Studies on the management of *tahfidz* programs describe student selection or placement practices (e.g., sorting *tahfidz* and *tahsin*) and standard operating procedures (SOPs) and program control tools, thereby making development more measurable and sustainable (Rakhmayanti, 2024). Other findings indicate that the management of a *tahfidz* (Quran memorization) program can be directed not only toward memorization achievement but also toward developing students' character, discipline, and responsibility (Setiawan et al., 2025). This framework is relevant for strengthening the integration between religious development and student governance.

Student management practices in the field often face resource constraints, particularly in schools under the auspices of foundations, which must manage budgets transparently and effectively. In this situation, SOPs and administrative documentation are not merely formalities but serve as mechanisms for service control and accountability, both to ensure program sustainability and maintain consistent service standards for students (Madhakomala, Hatami, & Febrianti, 2025). Research on student management in madrasahs/schools also shows that administrative tools (including student documents) serve as the basis for decision-making, monitoring discipline, and evaluating student development (Oktafianes, 2024). Thus, the relevance of research on student management is further strengthened as schools are required to be effective, transparent, and humane.

Although many studies have been conducted on student management, *tahfidz* programs, and character education, there is a gap that is still rarely presented comprehensively mapping end-to-end student management based on

SOPs that simultaneously integrate (1) potential screening from admission, (2) the flagship religious program in this case *Tahfidz-Qirā'atul Kutub* as an instrument of character development, and (3) administrative documentation (main books, clappers, ledger) as a continuous monitoring system. Some studies highlight tahfidz as a program (Rakhmayanti, 2024; Setiawan et al., 2025), while others emphasize student strategies and character strengthening (Bali & Fatah, 2023), but the integration of the three in one student service flow from admission to graduation still requires a more complete empirical portrait, especially in the context of integrated Islamic schools that face limited resources and quality demands. Based on this background, this article aims to describe and analyze SOP-Based End-to-End Student Management at Daarul Hidayah Islamic Junior High School, integrating Potential Screening, the *Tahfidz-Qirā'atul Kutub* Program, and Administrative Documentation. Theoretically, this article is expected to enrich the study of student management by presenting an integrated model of SOP-based governance, religious guidance, and documentation as a quality-control mechanism for student services (Nudin, 2022; Saadah et al., 2022). In practice, the research findings are expected to serve as a reference for madrasah principals, deputy heads of student affairs, homeroom teachers, and guidance counselors in designing humanistic yet measurable, documented, and consistent student services, especially for integrated Islamic schools that develop *tahfidz* programs and strengthen scientific traditions such as *qirā'atul kutub*.

## RESEARCH METHOD

This research employs qualitative, descriptive methods and strategic case studies to gain a deeper understanding of student management practices within the natural context of schools. This approach was chosen because the research objective was not to measure the relationship between variables, but rather to capture the processes, actors, decisions, and meanings of managerial practices from admission to graduation in their entirety. The case studies were selected to analyze the integration of SOPs, training programs (*tahfidz-qirā'atul kutub*), and documentation administration (e.g., master books/klapper/leger) as a series of interrelated student services (Saadah et al., 2022).

Data sources consisted of primary and secondary data. Primary data were obtained through key informants directly involved in the student management chain, such as the principal/vice principal for student affairs, homeroom teachers, guidance counselors, *tahfidz/qirā'atul kutub* program supervisors, and administrative staff who manage student administration. Informants were selected using purposive sampling (criteria-based) with the following criteria: (1) having a formal role in the student affairs process from PPDB (registration) to graduation assessment training, (2) understanding of SOPs and carrying out daily student affairs practices, (3) having sufficient tenure (e.g., at least one year of teaching), and (4) being willing to be interviewed and observed. Secondary data included official documents and student archives such as service SOPs, PPDB/screening files, master books, clapper books, ledger books, academic-

attitude assessment recaps, guidance and counseling notes, and program reports. Data collection techniques used observation, in-depth/semi-structured interviews, and documentation studies to ensure that process information and administrative evidence could reinforce each other (I. D. Saputri et al., 2025).

The data analysis procedure used an interactive qualitative analysis model of data condensation (reduction), data presentation (display), and cyclical drawing of conclusions and verification from the beginning of data collection to the final stage (Miles, Huberman, & Saldaña, 2018). Operationally, the interview results were transcribed, coded thematically (e.g., planning/screening, humanist acceptance, *tahfidz-qirā'atul kutub* training, academic-attitude assessment, supervision, and documentation), and then compared with observational findings and documents to establish end-to-end patterns and flows. The validity of the findings was maintained through triangulation of methods and sources (comparing interviews, observations, documents, and between informants), member checking (confirming the summary of findings with key informants), and audit trail (recording the analytical trail and documentary evidence), so that the results were credible and accountable (Miles et al., 2018).

## RESULTS AND DISCUSSION

### Result

Field results indicate that student management at Daarul Hidayah Islamic Junior High School (SMP IT) is implemented as an end-to-end service chain, from the initial stages (planning and admission) to the final stages (graduation and follow-up). This practice is not merely routine administration, but is structured as a student management system that follows standard operating procedures (SOPs) and involves school stakeholders in a structured manner. Operationally, the school implements eight main stages that repeat each academic year: planning, PPDB (Admissions), orientation and screening, organizing guidance, character and academic development, managing non-academic activities, comprehensive assessment, and evaluation/LPJ (Reporting Report). This pattern aligns with the literature, which emphasizes that student management encompasses student management from admission to graduation, including guidance, assessment, and archiving (Mujahidin, Haris, & Hafidhuddin, 2020).

In terms of population structure, the school at the time of the study had 168 students across 10 classes: 40 in Grade 7 (2 classes), 75 in Grade 8 (4 classes), and 65 in Grade 9 (4 classes). The average class size is around 16–17 students, lower than the estimated maximum capacity of 20–25 students. Field findings confirm that this relatively small class size results in more personalized coaching, particularly for monitoring attitudes, discipline, and the progress of religious programs. In practice, homeroom teachers and guidance counselors find it easier to track student progress and follow up on cases because the supervision burden per class is lighter (Nudin, 2022).

**Interview Table**

| Interviewee                                      | Focus                      | Key Findings                                                                                                                                                                |
|--------------------------------------------------|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Principal                                        | Policy & evaluation        | <i>End-to-end student management based on SOPs; annual evaluation and accountability report (LPJ) to the foundation; success indicators: character-growth-achievement.</i>  |
| Vice Principal for Student Affairs               | Operations & discipline    | <i>Coordination among student affairs-homeroom teachers-counselor; discipline control through attendance tracking and follow-up; mandatory + elective extracurriculars.</i> |
| School Counselor (Guidance & Counseling Teacher) | Counseling & cases         | <i>Tiered handling of misconduct (summons-counseling-sanctions-parent referral); counseling documentation as evidence and SOP control.</i>                                  |
| Homeroom Teacher                                 | Daily mentoring            | <i>Ongoing monitoring of behavior and routine mentoring; classroom case records; intensive communication with parents.</i>                                                  |
| Tahfidz Program Coordinator                      | Targets & mapping          | <i>Qur'an literacy test (BTQ) used diagnostically; placement into 3-juz or 15-juz track; progress monitoring and remedial/tahsin support as needed.</i>                     |
| Qirā'atul Kutub Instructor/Coordinator           | Classical text instruction | <i>Program runs in parallel with tahfidz; requires careful scheduling and dedicated staff; periodic content evaluation.</i>                                                 |
| Student Administration Staff (School Office)     | Student records            | <i>Student master book (buku induk), index book (klapper), and grade ledger (leger) ensure traceable records and academic/status tracking.</i>                              |
| OSIS Advisor / Student Council Representative    | Student leadership         | <i>Student council develops responsibility and leadership; supports school discipline culture and student participation in activities.</i>                                  |

During the planning and PPDB (School Enrollment) phase, schools implement a diagnostic-selection strategy through academic tests, BTQ (Questionnaire), and parent interviews/orientation. However, a key finding is that admissions policies tend to be inclusive: tests are not used as a primary exclusionary tool, but rather as a screening and service placement tool. BTQ results are primarily used to map initial Quranic abilities and determine reinforcement needs (remedial/*tahsin*) and appropriate memorization program pathways. This diagnostic approach aligns with research on memorization management, which emphasizes the need to map initial abilities to design development programs realistically and effectively (Hasanah, 2025).

The next stage is orientation and potential screening during the school introduction period. Findings indicate that screening assesses not only academic aspects but also behaviors, habits, and skills that emerge during the initial adaptation period. Screening data is then used for two managerial decisions: (a) grouping services (e.g., the need for guidance and counseling or learning support), and (b) determining development pathways, including extracurricular activities and a focus on character building. This allows for more differentiated development, rather than a uniform, all-students approach. Compared to many schools that separate academic and character programs, findings from SMP IT Daarul Hidayah show that initial mapping is used as the basis for character and discipline development from the beginning of the school year (S. Saputri, Ardivanto, & Rofian, 2025).

Another finding relates to the school's differentiation characteristics, namely the integration of modern-Salafi concepts through two parallel flagship

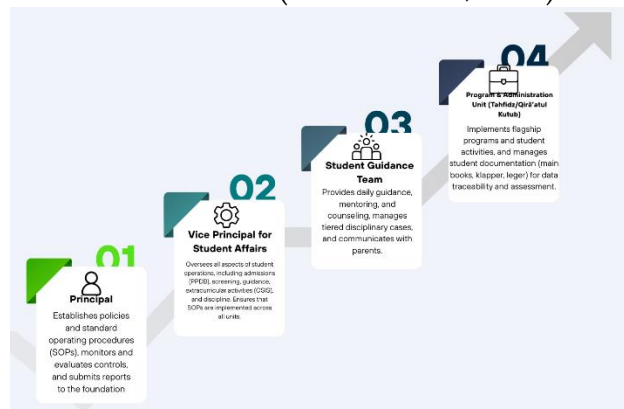
programs: *Tahfidzul Qur'an* and *Qirā'atul Kutub*. The school sets different memorization targets: 3 juz (regular) and 15 juz (*tahfidz* track). Managerial complexity arises because the school must manage the human resources, schedules, and evaluations for two concurrent religious programs. Field data indicate that screening/BTQ results are used to mitigate the risk of mismatching targets with students' initial abilities. This finding is consistent with studies that emphasize the importance of clear *tahfidz* program management (targets, monitoring, and evaluation) for shaping disciplined character and program achievements (Ratnawati, Purwoko, Majid, Pekei, & Purwoko, 2024).

In terms of discipline and character development, the school implements a three-way collaborative model: the Deputy Head of Student Affairs, the Homeroom Teacher, and the Guidance and Counseling Teacher. Findings indicate that the Guidance and Student Affairs departments handle case management (counseling/sanctions), while the homeroom teacher handles case administration and daily mentoring. A typical practice observed is "micro-coaching" in the classroom: each teacher is directed to provide advice/motivation based on the class's needs before closing the lesson. This model makes character development not solely the domain of Guidance and Counseling/Student Affairs, but rather a collective responsibility of teachers—similar to a whole-school approach to character development. Compared to other studies that highlight holistic student management as a character-building strategy, findings at this school demonstrate a more detailed operationalization of roles and daily coaching routines (Ratnawati et al., 2024).

In terms of non-academic management and student leadership, the school offers several extracurricular activities (e.g., calligraphy, tilawah/tartil, Red Cross (Red Cross), journalism, and Arabic-English speech), with Scouting as mandatory. Students are required to participate in two extracurricular activities (one mandatory, one elective) determined/directed through an initial screening. Discipline is measured by extracurricular attendance; absent students are called to clarify. Furthermore, the school targets non-academic achievement (annual targets) and records achievements made during the current semester as performance indicators. The school also activates the Student Council (OSIS) as a platform for leadership and participation training. These findings are consistent with the literature that positions student activities and student organizations as part of character development and social responsibility (Saadah et al., 2022; Saputri et al., 2025).

In the assessment, evaluation, and accountability phase, findings indicate that the school implements a comprehensive assessment that encompasses academic and attitudinal aspects, supported by administrative documentation, including master books, clapper books, ledger books, and guidance and counseling records. Program monitoring and evaluation are conducted by the principal and concluded with a report (LPJ) to the foundation at the end of the year, which serves as both program accountability and the basis for adjusting the following year's budget. The success indicators found are structured around three

pillars: (1) ethical/good character (as seen from attitude assessments), (2) institutional/growth (number of new students), and (3) achievement (academic and non-academic). The main supporting factors are the consistent implementation of SOPs by the BK-student affairs-homeroom teachers and parental support, while the dominant obstacle is the foundation's limited budget, which limits program flexibility. Compared to studies of Islamic boarding schools that emphasize character through intra/extra programs and indicator monitoring, the findings of SMP IT Daarul Hidayah show additional uniqueness in the form of KPI-based LPJ, which combines ethical, growth, and achievement dimensions in one annual evaluation mechanism (Saadah et al., 2022).



**Picture:** Role SOP-Based End-to-End Student Management

In the end-to-end SOP-based student management at SMP IT Daarul Hidayah, the Principal acts as a strategic director who establishes policies, approves SOPs, leads monitoring and evaluation, and ensures accountability through reporting (LPJ) to the foundation. The Vice Principal of Student Affairs is the operational manager who coordinates the entire flow of student services – from PPDB, screening, coaching, discipline strengthening, to extracurricular/OSIS management to ensure consistency across units. The Student Guidance Team (Homeroom Teachers and BK Teachers) carries out core mentoring functions: daily coaching, counseling, handling disciplinary cases in stages, and intensive communication with parents as coaching partners. Meanwhile, the Program & Administration Unit (*Tahfidz-Qir'atul Kutub* coaches, extracurricular/OSIS coaches, and TU) ensures the measurable implementation of flagship programs while maintaining data traceability through student documentation (e.g., master books, clappers, and ledgers), so that coaching and assessment decisions can be systematically accounted for.

## Discussion

Student management at Daarul Hidayah Islamic Junior High School (SMP IT) operates end-to-end in accordance with SOPs, demonstrating the implementation of student management as a structured service chain, from admissions (PPDB) to training and assessment, through graduation and annual evaluation. From a student management perspective, this aligns with the notion that student affairs is not simply data recording, but a series of service activities encompassing planning, training, assessment, and documentation of student

progress from admission to graduation (Khasanah & Prasetyo, 2023)(Liu, 2025)(Tull, Hirt, & Saunders, 2023). Theoretically, SOPs serve as a key to consistency, ensuring that services are not dependent on specific individuals but rather on agreed-upon procedures. This is crucial for school-based foundations, as the LPJ mechanism and success indicators provide a stronger basis for accountability and alleviate resource constraints.

Further findings regarding the more diagnostic and inclusive nature of PPDB and tests (academic/BTQ) indicate a paradigm shift from "selection to reject" to "selection to map needs." This initial mapping proved crucial because student input at integrated Islamic schools is often heterogeneous, particularly in terms of basic Quranic reading skills. Research on *tahfidz* (memorization of the Koran) management suggests that an effective *tahfidz* program requires initial capability mapping, target setting, and monitoring mechanisms to ensure realistic program outcomes and impact character development (Ratnawati et al., 2024). Therefore, the BTQ (Quasi. At this point, your research contribution is to show that "religious programs" do not stand alone as additional activities but become part of the end-to-end student management design (starting with mapping, placement, training, and evaluation).

The findings regarding the coordination of three nodes (Student Affairs Deputy, Homeroom Teacher, and Guidance and Counseling) and character development, which is the collective responsibility of teachers, can be understood as a whole-school approach to development. This aligns with studies on holistic student management, which emphasize integrating planning, program implementation, strengthening school culture, and ongoing character evaluation (Fauziah, 2026). Interestingly, schools do not rely solely on the Guidance and Counseling/Student Affairs unit for character development, but rather decentralize micro-development through routine classroom counseling/motivation sessions—a simple mechanism with significant potential due to the high frequency of interactions and the daily learning environment.

The practical implications of these findings are quite straightforward. First, integrated Islamic schools seeking to strengthen character can utilize initial screening and SOPs as a foundation, as mapping needs during the PPDB (Student Admission) allows for more targeted development and reduces trial and error throughout the year. Second, the integration of flagship religious programs will be more effective if accompanied by target differentiation (e.g., regular vs. *tahfidz* pathways) and a consistent mechanism for documenting achievements (Setiawan et al., 2025; Nudin, 2022). Third, evaluation through KPIs (morals, growth, and achievement) and the Student Report (LPJ) improves internal governance and transparency, making it suitable for implementation in foundation-run schools that rely heavily on budget management.

Factors supporting the results of this study primarily lie in two layers: (1) a clear organizational structure (the division of roles between the KS (head of school), waka BK (head of guidance and counseling), and (2) a culture of compliance with SOPs that maintains continuity of service. The relatively small class sizes also contribute to the results by allowing for more personalized coaching and more detailed monitoring of attitudes. However, there are factors

that may contradict initial expectations: budgetary dependence on the foundation creates limited program flexibility. Student management literature in schools/madrasas indicates that limited facilities and resources often impact program outcomes, including programs supporting achievement and strengthening student services (Tahir & Bunyamin, 2023). Schools respond with adaptive strategies, such as collaborating with external sources, but the risk of implementation uncertainty remains if the budget does not match the proposed one.

The limitations of this study primarily stem from the single-case design at a single school, so generalizations to all integrated Islamic junior high schools require caution. Furthermore, some performance data (e.g., claims of changes in discipline, achievement, or study continuity) tend to be stronger when supported by longitudinal data and before-and-after or between-school comparisons. Other limitations include the potential for social bias in interviews (informants may emphasize positive aspects) and variations in documentation completeness. For future improvement, further research could: (1) conduct multiple case studies at several IT junior high schools to compare variations in SOPs and their effectiveness, (2) add longitudinal data (e.g., achievement trends, disciplinary violations, memorization achievements per semester), and (3) test system strengthening through administrative digitization (e.g., student data integration) to increase documentation reliability and ease of audit (Mujahidah, 2025).

This research contributes to the field of Islamic education management by demonstrating that modern Salafi integration can be operationalized through an end-to-end student management design based on SOPs that is both humane (inclusive in PPDB) and measurable (screening, KPIs, documentation). The added value lies in positioning the *tahfidz-qirā'atul kutub* program not as a complement, but as the core of a character development strategy supported by an accountable administration and evaluation system in line with the direction of research on the management of *tahfidz* programs and Islamic boarding school-based schools, but with a stronger emphasis on the flow of student services from upstream to downstream (Dermawan, 2025).

## CONCLUSION

This study concludes that student management at SMP IT Daarul Hidayah is implemented end-to-end based on SOP and integrated from the planning stage, PPDB, potential screening, academic-character development, management of the flagship *tahfidz-qirā'atul kutub* program, comprehensive assessment (academic and attitude), to annual evaluation through LPJ to the foundation; this finding provides a deep understanding that the function of student affairs does not stop at administration, but rather becomes a chain of development services that balances a humanist approach (diagnostic-inclusive in selection) with systematic control (documentation of master books/klapper/leger and coordination of the Deputy Head of Student Affairs, Homeroom Teachers, and BK). Theoretically, this result strengthens the concept of student management as a management process from entry to graduation and expands previous research on *tahfidz* programs and Islamic boarding schools by showing how “modern-Salafi integration” can be operationalized through accountable SOP, screening, and KPI mechanisms. The

socio-cultural and academic implications are evident in the strengthening of a culture of discipline, the instilling of noble morals, and the establishment of adaptive, integrated Islamic school governance despite the foundation's limited budget addressed through consistent SOPs, parental collaboration, and external partnership strategies. However, this conclusion is limited by the single-case study nature, the non-longitudinal nature of the observation, and the potential for informant bias; therefore, future research has the potential to expand on the findings through multi-case studies, long-term tracking of performance data (discipline, achievement, and memorization of the *tahfidz*), and exploration of the digitalization of student administration to strengthen service traceability and effectiveness.

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