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Management of Student Affairs Based on Islamic Character in Addressing Juvenile Delinquency and Bullying in the Digital Era

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ABSTRACT

The rapid development of digital technology poses new challenges for schools in shaping student behavior, including the heightened risk of juvenile delinquency and bullying, which now increasingly occurs through social media. This study aims to describe student management based on Islamic character values in overcoming juvenile delinquency and bullying in the digital era at SMA Sabiluth Thoyyib, Bugul Lor, Pasuruan. The study employs a qualitative descriptive approach. Informants were selected purposively, consisting of the principal, vice principal for student affairs, class teachers, guidance and counseling teachers, and students. Data were collected through observations, semi-structured interviews, and document analysis. Data analysis was carried out through data reduction, data display, and drawing conclusions, with data validity tested using source and technique triangulation. The results show that student management is conducted through four main functions: planning, organizing, implementing, and supervising. The formation of Islamic character is achieved by teaching discipline, responsibility, courtesy, and teacher role modeling, aiming to prevent issues early on. Addressing delinquency and bullying emphasizes educational and collaborative guidance involving teachers, counseling staff, and parents, rather than merely imposing sanctions. Supporting factors include teacher participation, security measures, habituation of Islamic values, and communication with parents. Inhibiting factors include diverse student personalities, social environment influences, and difficulties in monitoring digital media usage. Islamic character building must be integrated with digital technology literacy and ethics.
Keywords: student management; Islamic character; juvenile delinquency; bullying; digital era.

ABSTRAK

Perkembangan teknologi digital memberi tantangan baru bagi sekolah dalam membentuk perilaku siswa, termasuk meningkatnya risiko tindakan negatif remaja dan bullying yang kini juga terjadi melalui media sosial. Penelitian ini bertujuan untuk menggambarkan cara mengelola siswa berdasarkan nilai-nilai karakter Islami dalam mengatasi masalah perilaku buruk remaja dan bullying di masa digital di SMA Sabiluth Thoyyib, Bugul Lor, Pasuruan. Penelitian menggunakan pendekatan kualitatif deskriptif. Informan dipilih dengan cara purposive dan terdiri dari kepala sekolah, wakil kepala sekolah bidang kesiswaan, guru atau wali kelas, guru BK, serta peserta didik. Data diperoleh dengan cara mengamati, melakukan wawancara yang sedikit terstruktur, dan mencatat dokumen terkait. Analisis data dilakukan dengan cara mengurangi data, menampilkan data, serta membuat kesimpulan, dan kebenaran data diuji menggunakan triangulasi sumber dan teknik. Penelitian menunjukkan bahwa pengelolaan siswa dilakukan dengan empat fungsi utama, yaitu perencanaan, pengorganisasian, pelaksanaan, dan pengawasan. Pembentukan karakter Islam dilakukan dengan mengajarkan disiplin, tanggung jawab, sikap sopan, dan teladan dari guru. Pendekatan ini bertujuan mencegah masalah sejak dini. Penanganan kenakalan dan bullying lebih menekankan pada pembinaan yang edukatif dan bekerja sama dengan melibatkan guru, guru BK, serta orang tua, bukan hanya memberikan sanksi saja. Faktor penyebabnya meliputi partisipasi guru, pengaturan keamanan, pembiasaan nilai Islam, serta komunikasi dengan orang tua. Faktor yang menghambat adalah beragamnya sifat dan kepribadian siswa, dampak dari lingkungan sosial, serta kesulitan dalam memantau penggunaan media digital. Pembentukan karakter Islam harus digabungkan dengan pemahaman dan etika dalam menggunakan teknologi digital.

PRELIMINARY

The advancement of digital technology has significantly transformed how students access information, interact, and establish social relationships. Digital media offers immense convenience for students to gain knowledge and interact without spatial or temporal limitations. However, this progress also presents challenges to the field of education, particularly in shaping character and regulating student behavior. Using social media without digital literacy and ethics can give rise to negative behaviors, such as abusive language, spreading misinformation, peer conflicts, and cyberbullying. Research on character education in Indonesia indicates that issues such as bullying, moral decline, and juvenile delinquency must be addressed by strengthening character education through active collaboration between schools and families (AB Musyafa dkk., 2024).

The issue of bullying has become increasingly complex because bullying (*perundungan*) is no longer confined to direct physical interactions at school; it also occurs in digital spaces. Cyberbullying is a form of harassment conducted through social media and digital communication platforms, meaning its impact extends beyond the physical school environment. A study by Aini, Saman, and Anas on cyberbullying behavior among secondary school students highlights that social media platforms can serve as avenues for online harassment (Andini Citra Aini dkk., 2024).

Therefore, appropriate measures are needed to help students transform their mindsets and behaviors. Schools must establish a comprehensive guidance system that not only resolves problems after they occur but also prevents them by offering character education, reinforcing digital ethics, providing counseling, and supervising student conduct.

In education, student affairs management plays a crucial role in administering and expanding all student-related activities. Student management is not merely about managing student administration; it encompasses planning, organizing, implementing guidance, supervising, and evaluating student development. Organized management helps schools foster an environment that facilitates academic, social, emotional, and moral growth. Research by Amalia and Dartim shows that managing students to enhance Islamic character can be executed through steps such as student planning, orientation, moral guidance, religious activities, talent and interest development, as well as social and academic endeavors (Ummu Azka Amalia & Dartim., 2025).

These findings demonstrate that student management can serve as a vital mechanism for embedding character building into school life. Student management becomes increasingly critical when aligned with Islamic character values. Islamic character in students is not solely reflected in performing acts of worship, but also in daily conduct such as honesty, discipline, responsibility, courtesy, empathy, respect for others, and self-control. In Islamic education, these values serve as a foundation for establishing positive social relationships within the school environment. Bustomi's research highlights that an integrated Islamic education-based student management approach effectively combines spiritual guidance, discipline cultivation, academic and non-academic development, and personality formation aligned with Islamic principles (Afif Hasbi Bustomi, 2025).

Thus, Islamic character-based student management not only fosters orderly behavior among students but also raises their moral awareness to consider the impact of their actions on others. This guidance is further supported by government policies aimed at preventing and handling violence in educational institutions. Regulation of the Minister of Education, Culture, Research, and Technology (*Permendikbudristek*) No. 46 of 2023 regarding the Prevention and Handling of Violence in Educational Units explains the importance of creating a safe and comfortable learning environment, establishing procedures to prevent and address various forms of violence, including bullying (*Permendikbudristek*, 2023).

Implementing these policies requires active participation from all stakeholders within the educational unit. The Ministry of Education, Culture, Research, and Technology stresses that violence cannot be resolved by a single party alone; it requires seamless collaboration among schools, families, communities, and other relevant stakeholders (*Permendikbudristek*, 2024). Consequently, student management must be developed as an integrated guidance system involving principals, vice principals of student affairs, teachers, guidance counselors, students, parents, and the broader school community.

Previous research demonstrates that character-based student management approaches can effectively address contemporary challenges in today's digitalized educational landscape. Studies on character-based student management in madrasahs show that management encompasses developing

character guidance plans, organizing activities, executing guidance through curricular and extracurricular activities, as well as continuous monitoring and evaluation. Challenges include the negative impacts of the digital age, resource constraints, and the need for guidance strategies that adapt to modern changes (Salamat & Said., 2026). Similarly, research on student management in character formation and student achievement in the Society 5.0 era emphasizes that student management must adapt character development to technological advancements and modern life challenges (Izzatul Faizah dkk., 2025).

Given this context, SMA Sabiluth Thoyyib in Bugul Lor, Pasuruan, serves as a pertinent case study to examine how Islamic character-based student management is implemented in addressing juvenile delinquency and bullying in the digital era. This research is important to understand how the school plans and executes guidance for its students, how Islamic values are integrated into shaping student attitudes and behaviors, and how the school prevents and handles various forms of delinquency and bullying, including actions occurring via digital media. This approach views students not merely as passive subjects to be controlled, but as individuals requiring guidance to internalize values, regulate their actions, take responsibility, and build positive social relationships.

METHOD

This study employs a qualitative approach with a descriptive research design. The qualitative approach was selected because the study aims to gain a deep understanding of the student management process based on Islamic character values and how the school copes with juvenile delinquency and bullying in today's technology-driven era. Qualitative research enables researchers to understand naturally occurring phenomena by considering the experiences, perspectives, and actions of stakeholders involved in student management. Descriptive research is utilized to systematically depict the planning, implementation, supervision, and evaluation within student programs, as well as the forms of Islamic character guidance conducted at SMA Sabiluth Thoyyib.

The study was conducted at SMA Sabiluth Thoyyib, located in Bugul Lor, Pasuruan. This location was selected based on the institution's relevance to the research topic specifically, student management and character formation within an educational environment grounded in Islamic values. The research aims to gather insights on how the school manages its students, fosters discipline, instills moral values, and anticipates as well as addresses various forms of juvenile delinquency and bullying, including issues related to digital media usage.

Research subjects were selected purposively, targeting informants considered knowledgeable and directly involved in the issue under study. Informants included the school principal, vice principal for student affairs, subject/class teachers, guidance and counseling (BK) teachers, and students relevant to the topic. Selecting diverse informants ensured data collection from multiple perspectives, capturing not only school policies but also the implementation of guidance and students lived experiences at school. Previous qualitative studies on student management similarly utilized individuals directly involved in student administration as primary information sources (Nor Mardiyah & M Chairudin., 2026).

Data Collection Techniques

Data were collected through observation, semi-structured interviews, and document analysis. Observation was used to directly examine the school environment, teacher-student interactions, student guidance activities, school rule enforcement, Islamic character habituation, and behavioral supervision. Systematic observations followed an observation guide tailored to the research objectives to ensure relevant data collection. Observation is a pivotal technique in qualitative research as it allows researchers to gather first-hand information from field settings (Heni Julaika dkk., 2025).

Semi-structured interviews were conducted with predetermined informants. Interviews aimed to explore school policies and student programs, methods for nurturing Islamic character, causes of juvenile delinquency and bullying, preventive measures, case management protocols, and challenges encountered by the school in the digital era. Interviews also examined collaborative efforts among the principal, vice principal of student affairs, teachers, counselors, students, and parents. The semi-structured format allowed researchers flexibility to probe deeper based on emerging insights while remaining focused on the core topic (Salamat & Said., 2026).

Document analysis served as supplementary evidence to corroborate findings from observations and interviews. Documents analyzed included school rules and regulations, student affairs work programs, character building blueprints, religious activity logs, student activity documentation, and other relevant records. Document analysis provided written proof of program execution and served as a means to cross-check information gathered via interviews and observations (Sulistiyaningsi, 2023).

Data Analysis Techniques

Research data were analyzed qualitatively through several stages: data reduction, data display, and conclusion drawing/verification. During data reduction, the researcher selected, focused, and categorized data related to student management, Islamic character, juvenile delinquency, bullying, and digital era challenges. Irrelevant data were eliminated to maintain an analytical focus. Next, in data display, findings were organized narratively according to established themes. Finally, conclusions were drawn and verified by comparing findings across various data sources. This model is widely accepted in educational qualitative research for processing field data from observations, interviews, and documentation (A. N. Yunita dkk, 2023).

Data Validity

Data validity was maintained through source triangulation and technique triangulation. Source triangulation involved comparing information obtained from the principal, vice principal of student affairs, teachers, guidance counselors, and students. Technique triangulation involved cross-referencing interview findings with observational and documentary evidence. Triangulation enhances data credibility, ensuring alignment between informant statements and field realities. Prior educational qualitative research demonstrates that employing diverse sources and techniques ensures robust data validity and trustworthiness (Lia Yuliana dan Rini Dwi Ernawati., 2022).

FINDINGS AND DISCUSSION

Islamic Character-Based Student Affairs Management at SMA Sabiluth Thoyyib

Based on observations and interviews with school personnel, student management at SMA Sabiluth Thoyyib is conducted as part of the school's commitment to organizing, guiding, and developing student conduct. Student management goes beyond administrative duties to cultivate discipline, responsibility, mutual respect, and Islamic habits in daily school life. Program execution involves the principal, vice principal for student affairs, teachers, class advisors, counseling staff, and parents.

Observations revealed that Islamic character building is achieved by reinforcing positive routines in daily activities. Values such as politeness toward teachers, discipline, responsibility, peer empathy, and respect for school community members are systematically embedded. This indicates that Islamic character is not merely taught through religious instruction, but is actively practiced and modeled within the school culture.

These findings align with research by Amalia and Dartim, which highlights that managing students to foster Islamic character involves moral upbringing, religious activities, social involvement, and talent/interest development. Their research also shows that structured student management assists schools in navigating social changes and technological advancements that impact student behavior (Amalia dkk, 2025).

From a managerial perspective, student management at SMA Sabiluth Thoyyib operates through four key stages: planning, organizing, executing, and supervising. Planning involves defining student development programs and behavioral guidelines. Organizing entails distributing tasks among leadership, teachers, class advisors, counselors, and student affairs personnel. Execution is carried out by engaging students in routine practices and guidance activities, while supervision involves monitoring student behavior and addressing emerging issues.

This pattern reflects the findings of Mardiyah and Chairudin, who noted that student management in forming religious character relies on systematic planning, organizing, executing, and monitoring. Thus, character-based student management cannot rely on incidental activities but requires continuous, structured guidance (AB Musyafa, 2024).

Islamic Character Formation as a Preventive Measure Against Youth Delinquency

Interviews and observations indicate that the school employs Islamic character guidance as a primary strategy to direct student behavior. Guidance involves instilling an understanding of moral conduct, discipline, responsibility, and respect toward teachers and peers. When behavioral infractions occur, the school addresses them by examining underlying causes and context, ensuring that interventions go beyond mere punitive measures.

Addressing juvenile delinquency requires acknowledging that student misconduct stems from internal and external factors. Internal factors relate to self-control capabilities, whereas external factors stem from environmental influences such as peers, family, and digital media usage. Research by Fiftiyansyah and Ali on student affairs strategies in mitigating digital-era delinquency shows that misconduct often arises from poor self-control, peer pressure, and lack of parental oversight (Fiftiyansyah dkk., 2024).

Accordingly, findings at SMA Sabiluth Thoyyib demonstrate that Islamic character guidance serves a preventive function averting misconduct by instilling core values before minor infractions escalate into major issues. Attributes such as responsibility, self-control, empathy, and respect are essential for positive peer and teacher interactions.

School Strategies in Addressing Bullying

Observations highlight that student social interactions receive significant attention within student affairs management. The school fosters a culture of mutual respect to prevent actions that harm or humiliate others. When interpersonal conflicts arise, resolution is handled through open communication, guidance, and active involvement of designated school staff.

Effective anti-bullying management extends beyond penalizing perpetrators. Schools must comprehend the nature of the behavior, underlying causes, impact on victims, and student social dynamics. Consequently, guidance counselors and class advisors play vital roles in offering support, intervention, and post-resolution monitoring.

This aligns with research by Zulkarnaen, Wiyono, and Sa'adah on reinforcing religious character to prevent bullying at SMA Islam Malang. Their study emphasizes that strengthening religious character is integral to anti-bullying efforts in Islamic educational institutions (Nor Mardiyah & M Chairudin., 2026).

Further research at SMA Negeri 8 Samarinda demonstrates that character education delivered through curricular, extracurricular, and instructional activities effectively promotes tolerance, cooperation, discipline, and responsibility, thereby preventing bullying and discrimination (Selamat dan Said Reza Fasito, 2026). This underscores that bullying prevention should be embedded in school culture rather than treated as reactive programming.

Addressing Delinquency and Bullying Through an Educational Guidance Approach

Interview data reveal that when students violate school rules, the school prioritizes educational guidance and open dialogue. Students are helped to understand their missteps and guided toward constructive behavioral adjustments. Teachers do not merely reprimand; they assist students in grasping the consequences of their actions.

This guidance-oriented approach marks a shift from purely punitive measures to an educational framework. Sanctions remain necessary for maintaining order, but must be paired with counseling so students internalize the rationale behind rules. Ultimately, interventions aim not only to halt misconduct but to foster self-regulation and accountability.

Studies on student management for discipline building and bullying prevention demonstrate that effective student management provides a space for developing discipline, empathy, and mutual respect (Zulkarnaen dkk, 2023).

Digital Era Challenges in Student Guidance

Observations and interviews also confirm that technological advances present unique challenges in student management. Student interactions extend far beyond physical school grounds into social media and digital platforms. This complicates oversight, as external digital conflicts frequently spill over into school life. In this context, Islamic character formation must evolve to encompass digital ethics.

Students must recognize that politeness, responsibility, respect for others' dignity, and avoiding derogatory speech remain essential when interacting online. These findings mirror research on student management in a cyber-society, which identifies cyberbullying and virtual identity formation as key challenges. Effective strategies include digital monitoring, promoting positive internet behavior, reporting systems, guidance, digital literacy education, constructive sanctions, and parental collaboration (Sayyidah Latifatul Amri, 2026).

Therefore, student management at SMA Sabiluth Thoyyib must integrate digital literacy into character education. Students should not only learn how to navigate technology but also how to use it responsibly in alignment with moral and Islamic values.

Supporting and Inhibiting Factors

Field observations and interviews identified key factors supporting student guidance success: active teacher involvement in supervision, clear behavioral rules, habituation of Islamic values, and strong school-parent communication. Conversely, inhibiting factors include diverse student personalities, external social influences, limited out-of-school oversight, and unmonitored digital device usage. Thus, character development cannot rely solely on the student affairs division, it requires consistent, collective effort from students, teachers, and parents. Research on religious character building via student management highlights that leadership commitment, teacher role modeling, strong religious culture, and parental cooperation are key facilitators. Conversely, external environmental pressures and unrestricted device usage hinder religious character development.

General Discussion

Overall, findings indicate that Islamic character-based student affairs management at SMA Sabiluth Thoyyib represents an integrated strategy combining management functions with moral value learning. Program planning, task distribution, routine habituation, behavioral supervision, and evaluation operate cohesively within student guidance.

The findings also emphasize that addressing delinquency and bullying requires a preventive, educational, and collaborative framework. Prevention is achieved through character and discipline habituation; education occurs via advice, counseling, and constructive consequences; and collaboration involves leadership, teachers, counselors, students, and parents.

Consequently, student management at SMA Sabiluth Thoyyib not only maintains order but actively shapes students into ethical, responsible, empathetic individuals capable of navigating tech-driven social changes. Digital era challenges necessitate extending character education into digital spaces, making Islamic character and digital literacy twin pillars of responsible student behavior.

CONCLUSION

Research at SMA Sabiluth Thoyyib, Bugul Lor, Pasuruan demonstrates that student management based on Islamic values serves as a holistic development framework combining administrative management with character education. Management functions encompass planning, organizing, executing, and supervising. Moral education is realized through daily discipline, responsibility, courtesy, empathy, and teacher role modeling, aiming to prevent misbehavior early.

Interventions for juvenile delinquency and bullying prioritize educational guidance and collaboration over purely punitive measures, involving principals, student affairs heads, teachers, counselors, and parents. Sanctions are applied constructively to help students understand rule rationale and build self-control. The digital era adds complexity as student interactions span social media platforms beyond direct school oversight. Supporting factors include teacher engagement, orderliness, religious routines, and parental dialogue. Inhibiting factors include diverse student traits, external social pressures, limited after-school monitoring, and uncontrolled digital device usage. Thus, Islamic character and digital literacy must be developed concurrently to foster responsible behavior in both physical and digital realms.

RECOMMENDATIONS

Based on the research findings, the school is encouraged to continuously reinforce Islamic character-based student management in a structured and sustainable manner. Guidance programs should be meticulously planned, implemented through routine modeling, and regularly evaluated. In addressing delinquency and bullying, educational guidance should remain central helping students recognize mistakes and reform behavior while maintaining school regulations as shared standards. Given the expanding reach of digital media, character building should explicitly incorporate digital ethics and literacy. Students must practice politeness, responsibility, and respect in online interactions. Future researchers are encouraged to expand similar studies across broader school networks, incorporate parent perspectives, or evaluate the empirical efficacy of combined character and digital literacy programs.

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