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**Student Management at the Anuban Sangkhom
Islam Wittaya School, Sadao Songkhla Thailand**

Muhammad Shaleh Assingkily

STIT Al-Ittihadiyah Labuhanbatu Utara, Indonesia

Email : assingkily27@gmail.com

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ABSTRACT

This research aims to find out an overview of the implementation of student management at Anuban Sangkhom Islam Wittaya School, Sadao Songkhla Thailand. This type of research is a qualitative descriptive research. Data collection techniques were carried out using structured interviews. The results of the research show that Anuban Sangkhom Islam Wittaya School has met standards in student management, namely student planning is carried out by considering the number of students and the ratio between teachers and children, the presence and absence of students is recorded in the attendance book, student evaluation is carried out through several ways, namely observation and interviews. Implementation of the activities used are several methods, namely the "Assistance Method". Where a process of providing assistance is provided by companions to participants in identifying needs and solving problems as well as encouraging the growth of initiative in the decision-making process so that independence can be realized. "Interview Method" data collection through interviews carried out direct question and answer with the data source, in this case Mr. Taleb Kayem as Principal of Sadao School, Songkla, Thailand.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui gambaran penerapan manajemen peserta didik di Sekolah Anuban Sangkhom Islam Wittaya School, Sadao Songkhla Thailand. Jenis penelitian yang dilakukan adalah penelitian deskriptif kualitatif. Teknik pengumpulan data dilakukan dengan menggunakan wawancara terstruktur. Hasil penelitian menunjukkan bahwa Anuban Sangkhom Islam Wittaya School telah memenuhi standar dalam manajemen peserta didik, yaitu perencanaan peserta didik dilakukan dengan mempertimbangkan jumlah peserta didik serta rasio perbandingan antara guru dan anak, Kehadiran dan ketidakhadiran peserta didik dicatat ke dalam buku absensi, evaluasi peserta didik dilakukan melalui beberapa cara, yakni observasi dan wawancara. Pelaksanaan Kegiatan yang digunakan adalah dengan beberapa metode, yaitu "Metode Pendampingan". Di mana suatu proses pemberian kemudahan yang diberikan pendamping kepada peserta dalam mengidentifikasi kebutuhan dan memecahkan masalah serta mendorong tumbuhnya inisiatif dalam proses pengambilan keputusan sehingga kemandirian dapat diwujudkan. "Metode Interview" pengumpulan data melalui wawancara dilakukan tanya jawab secara langsung dengan sumber data dalam hal ini Mr.Taleb Kayem Selaku Kepala Sekolah School Sadao, Songkla, Thailand.

INTRODUCTION

According to etymology, management comes from the English word "management" which was developed from the word "to manage", which means to arrange or manage. The word "manage" itself comes from the Italian "manegglo" which was adopted from the Latin "managlare", which comes from the word "manus" which means hand. The Big Indonesian Dictionary of the word "Management" has the meaning of the effective use of resources to achieve targets (Harahap, *et.al.*, 2022).

Student management is an effort to provide the best possible service to students from the admission process until the time the students leave the educational institution because they have graduated/finished attending education at that educational institution. Student management aims to organize student activities to support the learning process in PAUD so that the learning process runs smoothly, orderly, regularly and can contribute to achieving learning goals and PAUD goals effectively and efficiently. Student management also aims to create good school environmental conditions (Busni, 2022).

Specifically, student management aims to: (1) Increase knowledge of students' psychomotor abilities. (2) Channeling and developing general abilities (intelligence), talents and interests of students. (3) Channeling aspirations, hopes and meeting students' needs. (4) Students achieve happiness and prosperity in life so that they can learn well and achieve their goals (Badrudin, 2014).

The management function of students in general is as a vehicle for students to develop themselves as optimally as possible, both with regard to individual, social, aspirations, needs, and potential dimensions of other students. Special student management function. education is so that students can carry out socialization with their peers, with their parents and family, with their social environment, and the social environment of their community. The function with regard to channeling the aspirations and hopes of students, is for students to be able to channel their hobbies, pleasures, and interests. The function related to meeting the needs and welfare of students is so that students are prosperous in their lives (Setiawan, *et.al.*, 2022).

The basic principles of student management, namely: students must be treated as subjects not objects, the circumstances and conditions of students vary greatly, in terms of physical conditions, intellectual abilities, socio-economics, interests and so on, basically students will only be motivated to learn if they like what they do. taught, developing students' potential not only concerns the cognitive domain, but also affective and psychomotor.

METHOD

This research uses a descriptive method with a qualitative approach. The activity implementation method used is the "Assistance Method and Documentation Method". Mentoring Method, in which a process of providing convenience provided by the companion to the community in identifying needs and solving problems as well as encouraging the growth of initiative in the decision-making process so that independence can be realized (Assingkily, 2023). Interview method, data collection through interviews carried out direct question and answer with the data source, in this case Mr. Taleb Kayem as Principal of Sadao School, Songkla, Thailand.

FINDINGS AND DISCUSSION

The resulting implementation is the same as mentioned in the previous proposal which has several work programs which include: Building collaboration with parents, the community, and related spheres in the context of professional and character school management, Building habituation of healthy and characterful living behaviors.

Based on the results of this study, the scope of the discussion on student management will be explained, namely: Student planning is carried out by considering the number of students and the comparison ratio between teacher and child. The presence and absence of students is recorded in the attendance book. Evaluation of students is done through several ways, namely

observation and interviews. Student planning What is done in student planning is by analyzing the needs of students through the planning stages of the number of students to be accepted by considering the capacity and number of classes available, and considering the ratio of students and teachers (Syamsuddin, 2017).

Managing the presence and absence of students. The presence of students at school is a condition that allows teaching and learning interactions to occur. Students who are present are more likely to be actively involved in the interaction, and this is not the case for students who are not present. According to Ayriza (2018), student absences from school are divided into three, namely: 1) Student absences originating from the family, 2) Absence originating from 3) Absence by giving permission. And there are four sources of students' absence from school, namely the students themselves, 4) Absence originating from the community environment.

At the Anuban Sangkhom Islam Witaya School, Sadao Songkhla Thailand, the attendance and absence of students is recorded in the Absence page which is filled in with symbols (A=Alpha, I=Permission, S=Sickness) this is in accordance with school regulations in general. Recording and reporting of students Recording and reporting of students begins when the child enters school until the child completes/graduates or when the child leaves school.

Recording of students is intended so that institutions can provide optimal services for students. Reporting aims to be a form of institutional accountability to parties who can know the progress of students, for example parents of children and others. At the Anuban Sangkhom Islam Witaya School, Sadao Songkhla Thailand, the form of recording and reporting used is in the form of a student master book containing records of students entering the school. Alumni book which contains records of children who have finished/graduated and have left school (Setiawan, *et.al.*, 2022).

Coaching students according to Alwi, *et.al.* (2018), student services include various kinds. The following is a form of special services that are used to support student management. (1) Guidance and counseling services, is a process of providing assistance to students so that their development is optimal so that students can direct themselves in acting and behaving in accordance with the demands and situations of the school, family and community environment. (2) Library services, these services are intended to support the learning process in schools, serve the information needed and provide recreational services through correction of library materials. (3) Canteen services, aimed at enabling teachers to control and consult with canteen managers in providing healthy and nutritious food. (4) Health service, this health service is in the form of UKS (School Health Business).

The UKS program is to achieve a healthy living environment, health education, and health maintenance in schools. (5) Transportation services, used as support for the smooth teaching and learning process, are usually required for pre-school and basic education level students (Sumarni, *et.al.*, 2022). Guidance for students at Anuban Sangkhom Islam Witaya School, Sadao Songkhla Thailand includes several special services that support student management, namely: 1) Guidance and counseling services, guidance and counseling services at Anuban Sangkhom Islam Witaya School, Sadao Songkhla Thailand, namely This is done by teachers communicating directly with the child's parents regarding the child's condition and development and then providing suggestions or solutions. 2) Health services, for health services at the Anuban Sangkhom Islam Witaya School, Sadao Songkhla Thailand, namely the UKS is provided and the school collaborates with the community health center for health checks every 6 months, for example giving vaccines and so on.

Evaluation of Student Activities The term assessment/evaluation is a familiar term. Assessment in the context of learning in Early Childhood education is an effort to collect, analyze, and interpret various information about the performance and progress of various aspects of development that can be achieved by children after participating in habituation activities within a certain time frame (Suardi, 2018). Assessment is the process of collecting and processing information to determine the level of achievement of child development (Safiral, *et.al.*, 2021). At the Anuban Sangkhom Islam Witaya School, Sadao Songkhla Thailand evaluation

is carried out every day after the learning process takes place, for the final assessment is collected from the results of the assessment which is carried out daily then at the Reckup.

No final exams were conducted at this Anuban School, only enrichment was carried out for children who were assessed as having not met all developmental achievement indicators. There are several assessment techniques applied at Anuban School, namely: (1) Observation, observation is an assessment technique that is carried out by directly observing changes or developments that occur in children. One of the tools used for recording the results of observations used in Anuban School is through a checklist system, the checklist contains all indicators of achievement of the development of each Basic Competency (KD). (2) Interview. This assessment technique is usually carried out every time the child has finished an activity. In general, children are given a few short questions about their feelings after carrying out certain activities, this is commonly used to measure cognitive abilities and children's language development.

CONCLUSION

Based on the description of the results and discussion above, it can be concluded that student management aims to organize student activities to support the learning process in PAUD so that the learning process runs smoothly, orderly, regularly and can contribute to the achievement of learning goals and objectives of PAUD as a whole. effective and efficient. In the results of this research, the scope of discussing student management will be explained, namely: Student planning is carried out by considering the number of students and the ratio between teachers and children. The presence and absence of students is recorded in the attendance book.

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