

## **Optimizing Student Potential Through The Role Of Student Management**

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**Abstract:** This study discusses the optimization of student potential through the role of student management. The study was conducted at Ma'arif 1 Vocational High School, Kebumen. The research approach used was qualitative research. The informants of this study included the vice principal for student affairs, extracurricular teachers, and students. Research data were obtained from in-depth interviews, observations, and documentation. Triangulation of methods and sources was used in this study. Data were analyzed by collecting data, reducing data, presenting data, and verifying/drawing conclusions. The research findings indicate that student management has been attempted to optimize student potential through several stages, namely the acceptance of new students, the majority of whom are through the regular route, the orientation process for new students to introduce students to the school environment, student attendance as additional value for students during learning, grouping students according to student interests, fostering student discipline to get used to positive activities in everyday life, developing potential through mandatory and elective extracurricular activities, majoring according to student choices at the beginning of school/beginning of the semester, and the student graduation process which is marked by more than 50% of students having worked according to their expertise. This study concludes that optimizing student potential can be achieved through appropriate and sustainable student management.

**Keywords:** development, student potential, student management.

## **INTRODUCTION**

Education is a place to form quality human beings. This is in line with the mandate of Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System which directs the process of forming a personality with noble morals and adapting to developments (Sakban & Sundawa, 2023). Education is present with the hope of forming human beings with character and developing according to their respective potentials and is beneficial to themselves or others. The development of education produces dignified resources with support from the competence, interests, and talents of each human being (Susanto, 2022). Education also produces ideas that correlate with the background of a country and its existence.

To achieve this goal, educational institutions are present as a place to study and create potential humans. Educational institutions are also present as a means of increasing student achievement and potential which can be realized in various efforts (Hidayah & Syahrani, 2022). Actualization of student potential has various forms, for example physical, mental, intellectual, and emotional intelligence potential of students.

Student potential can be optimized in various ways and developed anywhere, both during learning hours and outside of teaching and learning activities. To maximize student potential, special services are needed to facilitate the development of their potential, such as extracurricular activities and talent and interest development services, as well as student counseling services organized by educational institutions. The service is the responsibility of all parties in the school to carry out the ideal education process.

Student management is one of the services that focuses on the management, supervision, and service of students in and outside the classroom. Student management also regulates the improvement of student progress, such as their achievements or potential (Al-Abyadh & Abdel Azeem, 2022). Student management needs to be implemented in stages through careful and organized planning. This is in line with the objectives of student management which lead to the development of student potential and interests (Apiyani, 2024; Saputra & Enjelina, 2024). Student achievement will continue to develop if their talents and interests continue to be trained. Another positive impact is the improvement in

the quality of education in schools. Optimizing student potential cannot be separated from the role of student management in managing its students.

Similar studies have discussed the benefits of student management in improving student achievement. Apiyani (2024) stated in his article that student management has been proven to enhance students' academic and non-academic achievements through careful planning. In addition, research by Fauzi et al. (2022) found that student management evaluation has the potential to improve student learning outcomes. On the other hand, Wahyudinata (2024) found data on the impact of student management leading to more effective interactions between students and teachers. Student management is a space for students to be able to balance their academic and non-academic achievements (Khasanah & Prasetyo, 2023). Student problems are also discussed in student management. Other relevant research discusses student management from the perspective of student moral formation (Yuliana et al., 2023). The implementation of this management needs to be planned and carried out in a structured manner, and efforts must be made to guide students consciously and continuously (Muslim & Hidayat, 2019). This process will lead to quality students along with the quality of student management in schools.

The role of student management has been implemented in one of the schools in Kebumen Regency. The school is Ma'arif 1 Vocational High School, Kebumen. The school is one of the private schools that is accredited A and is based on Islamic boarding schools. There are at least 15 extracurricular activities held at Ma'arif 1 Vocational High School, Kebumen. Various achievements have been achieved by students related to extracurricular activities.

Research that highlights the optimization of student potential development through the role of student management at Ma'arif 1 Vocational High School, Kebumen has not been widely conducted by previous researchers. Some that have been done have focused more on student academic achievement or investigated the implementation of management in schools in general.

The existence of a vacuum regarding the optimization of student potential development through the role of student management makes researchers want to know more about it. Information on optimizing student potential development through student management will

enrich the scientific knowledge in student management that can be adopted by other schools that are equal, below, or above as a way to optimize student potential. Thus, this study aims to examine in depth the optimization of student potential development through the role of student management at Ma'arif 1 Vocational High School, Kebumen.

## METHODS

Field research is determined as the approach to this research or is called qualitative research. This research has the characteristic of collecting information from the source directly about the uniqueness, nature, or other things that can be accounted for. This approach was chosen to describe data comprehensively, without coercion, and naturally about optimizing the development of student potential through the role of student management (Yin, 2011).

This research is located at Ma'arif 1 Vocational High School, Kebumen. The school was chosen because it has uniqueness related to extracurricular programs for students. Determination of the research area using the purposive sampling technique. The research was conducted for three months from June to August 2024.

Data were obtained from the deputy head of student affairs, extracurricular teachers, and students of Ma'arif 1 Vocational High School, Kebumen. Data were collected utilizing in-depth oral interviews with all sources/informants. In addition, researchers also used observation to collect data. Observations were carried out to observe the realization of student management carried out by teachers to students. Documentation is also done to complete other incomplete data such as student achievements and student programs at Ma'arif 1 Vocational High School, Kebumen.

The validity of the data is tested by triangulation. There are two types of triangulations used, namely source and method triangulation (Creswell & Creswell, 2022). Source triangulation is used to verify the accuracy of the data by comparing information from several sources/informants. Meanwhile, method triangulation is done to ensure the truth of the results in different ways.

The collected data is analyzed so that the data is presented in the right size. In this study, the data was analyzed using the steps of data collection, data reduction, data presentation, and

drawing conclusions (Miles et al., 2014). Data collection is the first stage to collect all data in stages until it is said to be sufficient. Then, the data is reduced or sorted according to the needs and focus of the research. The researcher selects and discards data that is considered unimportant. After being sorted according to the focus of the research, the researcher presents the data in various forms, namely descriptions, tables, and images. Finally, the researcher first verifies the initial findings and conclusions with the informant. Once verified, researchers can make conclusions based on the research results.

## FINDINGS AND DISCUSSION

### Findings

Student management at Ma'arif 1 Vocational High School, Kebumen, goes through several processes. The first stage is the acceptance of new students. This stage begins when the acceptance of new students is carried out. This is in line with the statement made by the IPNU-IPPNU supervisor at Ma'arif 1 Vocational High School, Kebumen. He said that student management begins from the process of accepting new students until the completion of the students at Ma'arif 1 Vocational High School, Kebumen. Acceptance of new students is done online and offline. Prospective students can see the recruitment process through the website of Ma'arif 1 Vocational High School, Kebumen. Figure 1 shows the website for accepting new students at Ma'arif 1 Vocational High School, Kebumen.



Figure 1. New Student Admissions Website

The implementation of student management at Ma'arif 1 Vocational High School, Kebumen is based on the implementation of school rules, school missions, and encouragement that encourages student independence. Acceptance of new students is an annual school agenda. This program aims to facilitate the community to obtain decent

education services. This process is carried out by coordinating first. A committee is formed in this program. There are three pathways for accepting new students, namely the regular pathway, interest and ability exploration, community development, and scholarships.

The results of this study indicate that the majority of prospective students prefer the regular pathway in the process of accepting new students. The second stage is student orientation. The term used is the new student introduction period (MPLS). The implementation of MPLS is carried out at the beginning of each new academic year. The activities carried out were in the form of conveying the vision and mission of Ma'arif 1 Kebumen Vocational High School, socialization of daily uniforms, use of uniform attributes, *nahdliyah* practices, learning habits, curriculum socialization, introduction of majors or expertise programs, introduction of teachers and employees, introduction of extracurricular activities, introduction of field work practices, and student organizations at Ma'arif 1 Kebumen Vocational High School.

The third stage is grouping students according to student interests. This settlement is carried out classically. In grouping, the vice principal of student affairs said that this process was adjusted to the re-registration number, school of origin, and expertise program of interest to students.

The fourth stage is student attendance. Student attendance is also part of the development of student potential through the implementation of student management at Ma'arif 1 Kebumen Vocational High School. This process is important to maintain and manage in order to achieve an effective learning process and as evaluation material for the school. Discipline is the target of Ma'arif 1 Kebumen Vocational High School. The student attendance process is carried out manually by school administration officers and begins before class activities. Attendance supervision is carried out directly by the vice principal for student affairs. Student staff are tasked with reporting student attendance at Ma'arif 1 Vocational High School, Kebumen. The results of the report are evaluated by the vice principal for student affairs and his staff. If there are students who are not disciplined, then the students will receive special guidance from the TNI, POLRI, Civil Service Police Unit (Satpol PP), and Banser.

The fifth stage is student discipline development. This development is carried out by

implementing character and mental development programs through student unit activities and public speaking training. Development activities are also carried out during flag ceremonies, national holiday commemorations, Islamic holiday commemorations, and basic leadership training.

Student development is linked to student cases but in clear procedures. This development is carried out at the beginning of each semester, mid-semester, and end of semester. The deputy head of student affairs stated,

*"For the development of our students who have cases or have problems, we obtain data from the homeroom teacher, then we summarize and determine when and how the development*

*will be carried out. So, the flow is from the homeroom teacher to student affairs, forwarded to BK (guidance and counseling) and if necessary, we involve elements of the TNI, POLRI, or Banser".*

The sixth stage is the procurement of student activity units. This program specifically seeks to develop student potential and talents. Several student potential development programs include car steering, auto CAD, welding, field work practice programs, intra-school student organizations, extracurricular activities, and special job fairs. The complete student development program can be seen in Table 1.

Table 1. Student Development Program

No.	Potential Development Program	Program Objectives
1.	Steering wheel	Car steering is implemented with the aim of increasing students' non-academic abilities
2.	Auto Cad	Auto Cad is used to train construction planning
3.	Welding	Welding is carried out to improve students' welding competencies
5.	Internship program	Field work practices are carried out to strengthen the competencies obtained during school to be applied in the world of work/industry.
6.	Intra-school student organization	Intra-school student organizations are a place for students to work according to their respective duties.
7.	Extracurricular	Extracurricular activities aim to develop students' potential, talents, interests, abilities, personalities, and independence optimally.
8.	Special job fair	This exchange provides services and information on job vacancies, marketing, distribution and placement of workers, partners of the labor office, and transmigration.

Each program has different advantages. As with extracurricular activities, these activities are carried out outside of intracurricular and co-curricular hours which are directly supervised by the school. There are 16 extracurricular activities held at Ma'arif 1 Vocational High School, Kebumen.

First, scouting activities to build student character related to discipline, solidarity, social awareness, and survival skills. Scouting activities are mandatory activities for students. Scouting activities are carried out twice a week, namely Friday and Saturday. According to the scout leader,

*"The student activity unit Scout implementation schedule is carried out every Friday and Saturday. We have compiled a complete administration of this scouting activity starting from the program, attendance list, implementation journal, and also reporting so*

*that later the activity can run according to the program that has been prepared."*



Figure 2. Development of Student Potential through Scouting Activities

The scout organization of Ma'arif 1 Kebumen Vocational High School has a special troop group that houses prospective scout cadres. The results of interviews with students showed that they enjoy participating in scout activities.



One of the students in grade XII majoring in visual communication design explained,

*"I enjoy scouting. Besides, since I was in junior high school, I have liked scouting activities, the activities are outdoors, there are many friends and now, thank God, I have been given the mandate as Pradana, which can be a leadership training for me. I learned about nature, responsibility, independence, and also how to socialize, so I enjoy scouting activities at Ma'arif 1 Kebumen Vocational High School. I entered this scout extracurricular activity because it is very much in line with my potential and talents".*

In addition to scouting, there are other potential development programs, namely the youth Red Cross at Ma'arif 1 Kebumen Vocational High School. This activity aims to educate and train students about humanity, health, and others. The vice principal of student affairs said,

*"Our students are trained through PMR to help in activities such as first aid, disaster preparedness, and also social services in the community. Furthermore, to instill humanitarian values and social awareness among teenagers."*

Students also admitted that they were happy to have joined this organization. This organization has also collaborated with the Indonesian Red Cross and the Kebumen branch. Activities that have been carried out include blood donation. In addition to the Youth Red Cross, Ma'arif 1 Vocational High School, Kebumen also has a student brigade corps organization and a female student corp. These two organizations are types of extracurricular activities that are tasked with securing the school. Another term is known as school security patrol. This activity takes place every Thursday. The following is documentation of the student brigade corps activities at Ma'arif 1 Vocational High School, Kebumen.



Figure 3. Student Brigade Corp Activities

On the other hand, other extracurricular activities in the form of sports are also held at Ma'arif 1 Vocational High School, Kebumen. This activity aims to develop students' physical, mental, and social abilities. Sports activities at Ma'arif 1 Vocational High School, Kebumen include soccer, futsal, volleyball, badminton, and e-sports. Several students of Ma'arif 1 Vocational High School, Kebumen have won several sports competitions, namely 1st place in the 5000-meter race walk, 3rd place in the double mix petanque category, 2nd place in the 2024 men's 1500-meter run in the POPDA 1.0 Kebumen Regency event, 3rd place in the POPDA 100-meter men's run at the district level in 2022, and 1st place in the POPDA 1500-meter men's run at the district level in 2022. Figure 4 shows documentation of student potential development activities in the field of sports.



Figure 4. Development of Student Potential in Sports

In addition to sports, arts are also targeted to develop the potential of students at Ma'arif 1 Vocational High School, Kebumen. Some types of arts owned by Ma'arif 1 Vocational High School, Kebumen include hadroh/rebana, band, choir, dance, cinematography, the art of reading the Qur'an, and martial arts. Figure 5 shows the development of student potential in the field of martial arts.



Figure 5. Development of Self-Defense Potential

Each of these arts activities is carried out on school days, except for martial arts which is held every Thursday and Sunday. Students of Ma'arif 1 Vocational High School, Kebumen have won martial arts championships in several competitions such as 2nd place in the POPDA pencak silat branch at the district level in 2022, national champion of the 2023 Magelang Pencak Silat Championship II in the arts category and the 2023 fighting category, 2nd place in women's wrestling and 3rd place in men's wrestling in 2024, and 1st place in men's pencak silat in the POPDA 1.0 Kebumen Regency event. Figure 6 shows the championship of one of the student martial arts competitions.



Figure 6. District Level Men's Pencak Silat Championship

Another student development program is Japanese language training for students. This program is specifically conducted for grade XII students as their provision in the work industry. The mentors of this program come from Japanese language teachers at Ma'arif 1 Vocational High School, Kebumen. Several students also won championships in storytelling, national speech contests, and several other championships. Journalism is also a program to develop student potential. Figure 7 is the development of student potential in journalism.



Figure 7. Development of Student Potential in Journalism

In addition, with the existence of school organizations, students are also increasingly resilient in terms of leadership. Intra-school student organizations are a place for students to train their mental and physical, train cooperation, plan and evaluate a program that they create themselves. This is a form of potential development that is very much felt by students. The results of the documentation are as in Figure 8.



Figure 8. Intra-School Student Organization Activities

The seventh stage of class promotion and majoring. Class promotion is seen from the results of student grades and attendance. These two things are stated in the form of e-report cards. Meanwhile, majoring is carried out during the implementation of the school environment introduction period. There are several majors at Ma'arif 1 Vocational High School, Kebumen. First, Automotive Engineering is a provision for students to learn about Automotive Engineering, its maintenance, technology, to the basics of management and service to consumers.

The leading programs as a development of student potential in the Automotive Engineering department include the Mitsubishi Fuso industry class, teaching factory-the next, Nasmoco goes to school, industrial visits to companies, and the availability of Kubota industry classes in class XI. Second, there is the Electronic Engineering department. This department focuses on mastering the basics of electronics, electrical circuits, microprocessors, to electronic device maintenance. Third, the visual communication design department studies the development of visual communication. Fourth, the hospitality department to form prospective professional hosteler's with a focus on appearance and ethics, responsibility, discipline, product knowledge, hotel people, and self-confidence. The advantages of this program are food plating, garnish, and cooking classes. Several students of Ma'arif 1 Vocational High School, Kebumen

have won 1st place in the 2023 Central Java provincial student competency competition in the hotel reception competition. The results of the documentation are shown in Figure 9.



Figure 9. Student Competency Championship in Hotel Reception

The eighth stage is the graduation of students of Ma'arif 1 Vocational High School, Kebumen. Student graduation is based on several factors such as academic grades, exam scores, field work practice scores, attitudes, and student attendance. Based on the results of the study tracer, graduates/alumni of Ma'arif 1 Vocational High School, Kebumen have obtained jobs in accordance with their fields, such as entrepreneurship in the electrical field, working in a workshop, becoming a hotel receptionist, and photographer. According to the statement of the representative to the student affairs division, as many as 97% of students have filled out the study tracer. As many as 61% work in companies, 18% are entrepreneurs, 9% continue to college, 6% continue activities such as boarding schools or choose to get married, while the other 3% are not yet working.

## Discussion

This study found that optimizing the development of student potential through student management at Ma'arif 1 Vocational High School, Kebumen, was carried out in eight ways. First, developing potential through student recruitment. Ma'arif 1 Vocational High School, Kebumen, is one of the private schools that has a student capacity of up to 750 students with 32 classes/classes. The process of accepting new students at Ma'arif 1 Vocational High School, Kebumen, is more through the general route or without special requirements.

The process of accepting new students is carried out in two ways, namely online and offline. The school chooses a strategy of making flyers to using social media to recruit prospective new students. The things done in this study have been in line with the student recruitment management process. Schools need a special strategy in the process of accepting new students. Social media is a strategy that is widely applied by several schools. The use of social media is considered appropriate because technological developments are very fast and have been used by humans at various ages. As done by previous researchers who felt the impact or benefits of using social media in marketing schools to attract new prospective students effectively and efficiently (Pratiwi & Zaini, 2023; Wong et al., 2022).

Second, the introduction period of the school environment is also a program for developing student potential. This is because this process provides students with an initial picture of the school and things that suit their interests. In order to develop their potential, students need to know the activities at school first to be studied further. This finding is in line with the steps taken by Mohzana (2024) that student actions in schools can be realized in the form of orientation to new students about the school, rules, policies, and school services in order to increase student interest and potential.

Third, grouping students into matters of student potential. The grouping is adjusted according to the majors that students are interested in. This is done to facilitate the learning process. Grouping/selection of majors carried out since the beginning of accepting new students makes it easier for teachers to identify student interests (Aldila et al., 2023).

Fourth, student attendance is part of the development of student potential. This is because attendance can form good habits so that students follow a series of learning at school. Student attendance at school is also part of the final assessment of students in learning each semester. Students with high attendance rates certainly have differences with students who rarely go to school. Academically, they will master the material better than those who are absent from class. Non-academically, they will have positive habits that discipline themselves both consciously and unconsciously. The habit of attending class will be carried over into their daily lives. These students can also be said to be diligent. Several previous studies have shown



that students who are diligent in going to school tend to get better learning outcomes than those who are not diligent in going to school (Amiruddin et al., 2021).

Fifth, student potential cannot be separated from student discipline. This attitude is also a special character for competent students. In order to realize their potential, students must be disciplined in everything. Several findings prove that there is a relationship between discipline and student achievement (Alam, 2022; McIntosh et al., 2021; Rivaldo & Nabella, 2023). Those who are disciplined show permanent or permanent competence. Even disciplined students also tend to be more trusted by others than those who are not disciplined. This finding provides evidence that discipline is an important thing that every student needs to have and is correlated with their achievements (Dewantara et al., 2021; Finley, 2021; Tanjung et al., 2021).

Sixth, self-development through extracurricular activities is also part of optimizing student potential. There are quite a lot of extracurricular activities at Ma'arif 1 Vocational High School, Kebumen. Each extracurricular has its own advantages that can be followed by many students. Previous research also found something similar where the development of student potential also favors the implementation of student activities such as sports, arts, music, journalism, and others (Devi et al., 2023). Student programs connect students with schools so that they are involved in the school agenda.

Seventh, majoring is inseparable from the development of student potential. Students have the right to choose a major according to their wishes and talents. They also receive direction from teachers regarding their interests. Structured direction will give a better impression to students. They have chosen according to their respective interests so that they will carry out their learning process optimally. Previous research shows that there is an influence of the selection of student learning interests on student potential/achievement (Harefa et al., 2023).

Eighth, namely student graduation which contains the final results of all student activities. In general, students who graduated from Ma'arif 1 Vocational High School, Kebumen have worked in their respective fields. This is certainly related to the activities obtained by students while studying at school. School activities have supported the acquisition of work according to student competencies (de Prada Creo et al.,

2021). The academic and non-academic learning process that is carried out seriously will produce output and outcomes that can be accepted by the wider community. They also get the convenience of getting jobs that suit their interests.

## CONCLUSION

This study concludes that the implementation of student management to optimize the development of student potential is carried out through recruitment of new students, school orientation process, checking student attendance, grouping students according to interests, fostering student discipline, developing potential through extracurricular activities, majors, and student graduation. This study has implications for obtaining information regarding the importance of student management to optimize student potential. Policy makers can make policies that adopt the results of this study and align them with conditions in each region, such as in Kebumen. Policy makers need to see the general conditions of students in Kebumen to be able to map their potential and what programs are in accordance with their potential. Principals from other equivalent schools also need to imitate and develop other programs that have been implemented at Ma'arif 1 Vocational High School, Kebumen so that they can be implemented in their schools. As for programs that have not been implemented at Ma'arif 1 Vocational High School, Kebumen can dig deeper into information by discussing with teachers or other principals in Kebumen or other districts/cities. This is a way to complement each other's programs that can optimize student potential. Future researchers can conduct statistical tests related to extracurricular programs on student satisfaction or student achievement in the same or other schools. This is done to determine the effectiveness of the program on the quality of students and schools.

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