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MORALITY BEFORE KNOWLEDGE

Toward holistic education: Performance-based student affairs management with social and institutional collaboration

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ABSTRACT

Background: Student management is an important aspect in school management that aims to provide the best educational services to students. In recent decades, research has emphasized the importance of performance-based student management in improving the quality of education. This approach focuses not only on administrative aspects, but also on the development of student character and competence through structured and measurable programs. **Method:** This study uses a qualitative approach with a case study. Data were collected through in-depth interviews, direct observation, and document analysis. The focus of the study includes student planning, student admissions, orientation, attendance arrangements, and student discipline. **Findings:** This study found that student management is carried out in a structured manner through activity planning, performance-based selection systems, new student orientation, attendance monitoring, and character development through extracurricular activities. The entire process is supported by the use of technology to enhance administrative efficiency and parental engagement. **Conclusion:** The implementation of performance-based student management can improve the quality of education and shape the character of students better. Schools need to strengthen the student selection system with a more comprehensive method and improve student development programs through a personal approach and the use of educational technology. **Novelty/Originality of this article:** This study offers new insights into the implementation of performance-based student management in Islamic-based high schools, which can be a model for other schools in improving the effectiveness of student management as a whole.

KEYWORDS: school performance; student discipline; student management.

1. Introduction

Student management is one of the fundamental aspects in school management that aims to ensure that students get an optimal learning experience. In the context of modern education, student management not only includes administrative aspects such as student registration and data collection, but also management of student behavior, attendance, and character and competency development through various structured and measurable programs (Suradji, 2018).

The importance of performance-based student management is increasingly emphasized along with the increasing demands for the quality of education (Boud & Falchikov, 2007; Cizek, 2012; Darling-Hammond, 2010). According to Yusuf & Rahman (2020), a performance-based approach to student management can increase the effectiveness of educational services by emphasizing continuous evaluation, discipline supervision, and optimization of the learning process (Reeves, 2004). This approach allows schools to manage students more systematically, identify problems more quickly, and provide more targeted interventions.

Muhammadiyah 1 Gresik High School is one of the schools that has implemented a performance-based student management system with the aim of improving the quality of education and building a more disciplined academic environment. This school adopts various methods, including the use of information technology in student administration, an admission system that considers academic and non-academic achievements, and a more measurable discipline coaching program (Amalia, 2023).

In line with the development of educational technology, the use of Information And Communication Technology (ICT) in student management is a key factor in increasing the efficiency and effectiveness of student management (Al-Rahmi et al., 2020; Faisal & Kisman, 2020; Harini et al., 2024). According to research conducted by Anderson & Dill (2000), the implementation of ICT in educational management can help in tracking student attendance, academic evaluation, and monitoring student character development more accurately. At Muhammadiyah 1 Gresik High School, the use of this technology has been applied in the learning outcome reporting system and student discipline monitoring.

Although the implementation of performance-based student management has many benefits, there are still challenges in its implementation. One of the main obstacles is the resistance of educators and students to the new technology-based system. In addition, the student selection and coaching mechanisms still need to be adjusted to be more adaptive to the diverse needs of students (Paulson, 2009). Therefore, evaluation and development of the student management system need to be carried out continuously in order to provide more optimal results.

In addition to administrative and disciplinary aspects, performance-based student management also plays a role in developing student potential through structured extracurricular activities. According to research conducted by Coburn & Penuel (2016), the integration of academic management and management of extracurricular activities can improve students' social skills and build a more dynamic learning culture. At Muhammadiyah 1 Gresik High School, extracurricular programs such as Teater Extra have been implemented with the principle of performance-based management, which includes planning, organizing, and evaluating results periodically (Amalia, 2023).

The success of implementing performance-based student management also depends heavily on collaboration between schools, parents, and the community (Levatino et al., 2024; Pagès, 2021). Leithwood & Jantzi (2000) emphasize that active participation from various stakeholders in the education system can increase the effectiveness of school policies and ensure that students receive comprehensive support in their learning process. At Muhammadiyah 1 Gresik High School, communication between the school and parents continues to be improved through a periodic reporting system regarding student academic and character development.

Through this study, it is expected to obtain a clearer picture of the effectiveness of the implementation of performance-based student management at Muhammadiyah 1 Gresik High School. By identifying the advantages and challenges faced, other schools can learn from the model implemented and adapt it according to their respective contexts and needs (Dimmock et al., 2021; Mian et al., 2020; Mirata et al., 2020).

Thus, this study not only contributes to the development of theories on student management, but also provides practical insights for schools in optimizing student management. The implementation of a more effective performance-based system is expected to improve the overall quality of education and form a generation of students who

are more disciplined, competitive, and ready to face future challenges (Bennett, 2011; Black & William, 1998; McMillan, 2013).

2. Methods

In research This issues raised is related activities with implementation management student affairs carried out at Muhammadiyah 1 Gresik High School. The focus that will be investigated is related matters with (1) planning Students in activity management student affairs; (2) acceptance participant educate in management student affairs (3) arrangements Orientation Students, (4) Arrangements Presence Students, For That the approach considered suitable For used in study This is approach qualitative. Approach the used remember a number of things that become characteristics study qualitative. The characteristics in question as expressed Moleong (2021), that distinguishing features with type other research namely, (1) based on the background natural or in context as a integrity; (2) human as a research tool; (3) using method qualitative; (4) using data analysis inductive; (5) more to wish direction guidance compilation theory substantive originating from from data; (6) more nature descriptive; (7) more prioritize the process rather than results; (8) limit study on focus; (9) the existence of criteria special For data validity; (10) design nature while, and (11) results study agreed together between researchers and informants.

Referring to the desired goal achieved in study This namely For get information about focus activity student affairs. Other things that need to be it was also explained that in study This researcher make an effort try For describe condition what actually happens in the field. With so researcher more emphasize on depth meaning implementation activity student affairs.

2.1 Presence researcher

In qualitative research, the researcher serves as the planner, implementer, data collector, data analyst, interpreter, and ultimately the reporter of the findings (Moleong, 2021). The presence of the researcher in the field is crucial, as the researcher themself functions as the primary research instrument. Given that this study employs a qualitative approach, the main instrument for data collection is the researcher. Therefore, it is essential that the researcher thoroughly understands the research setting. This process begins by obtaining formal permission from relevant authorities and establishing good rapport with the individuals (informants) who will serve as sources of information. Such relationships, both informal and formal, are necessary to foster trust and ensure sustained cooperation throughout the research process.

Building strong relationships with key informants before, during, and after fieldwork is a critical factor in effective data collection. A trusting and collaborative relationship enhances mutual understanding and facilitates deeper insight. The researcher's presence at the study site began with an informal visit to express the intention of conducting research on student affairs management activities. Following informal approval, a formal letter of request was submitted to the authorized official for official permission. Only after obtaining this approval did the researcher coordinate with the student affairs management team to plan the fieldwork schedule.

2.2 Research location

This study was conducted at Muhammadiyah 1 Gresik High School. The selection of this research location was made purposively, meaning it was based on the specific objectives of the study. According to Moleong (2021), before determining the research site, researchers must first conduct a stage of field exploration and assessment. This exploration can be effectively carried out when the researcher already possesses a general description of the conditions and all relevant aspects related to the research target. In this study, the implementation of student affairs management at Muhammadiyah 1 Gresik High School was

selected based on the consideration that, although the activities have been carried out continuously, their implementation is still regarded as requiring further attention and improvement.

2.3 Data source

The data sources in this study consist of a network of informants for interviews and social situations for observation. To obtain information relevant to the study's objectives, informants were selected based on specific criteria. The selection was guided by several considerations, including whether the informants possessed substantial knowledge, were directly or indirectly involved, or played an active role in the student affairs management process. Following the preliminary field study, individuals identified as relevant to the research topic were selected as informants. The key informants in this study included teachers and subject coordinators involved in student affairs management. To complement and validate the data gathered from the key informants, additional interviews were conducted with other sources, including the Principal of Muhammadiyah 1 Gresik High School. The selection of research subjects was based on the nature of qualitative research, which emphasizes contextual relevance over the size of the population or number of informants.

2.4 Procedure data collection

In accordance with the research objectives, the approaches employed, and the selected research model, this study utilized several techniques for collecting the necessary data and information, namely observation, in-depth interviews, and documentation. The observation technique was carried out by directly observing the research object within its natural context. This method could be either participatory, where the researcher is directly involved in the activities of the research subjects, or non-participatory, where the researcher acts solely as an independent observer. Through observation, the researcher was able to understand behaviors, interactions, and situations as they occurred in real-time.

Meanwhile, in-depth interviews were conducted through direct interactions between the researcher and informants to explore information in a comprehensive manner. Open-ended questions were used to allow informants to provide broad and detailed responses. These interviews were conducted either face-to-face or via other communication media, such as telephone or video calls. To ensure data accuracy, interviews were often recorded. Lastly, the documentation technique involved collecting data from written documents, photographs, videos, archives, and other materials relevant to the research topic. This method supported the researcher in obtaining historical and contextual information to deepen the understanding of the phenomena under study.

3. Results and Discussion

3.1 Planning learners

Connection school with public as a "process of activity" grow and develop each other understanding to community and parents of students about vision and mission school, work program school, the problems faced as well as various activity school other. Based on results interview with vice principal student affairs R.D.K.

> *"In developing the student planning program, several considerations were taken into account in selecting the activities. First, the relevance of the chosen student affairs activities; second, the feasibility of implementation in terms of available human resources, budget, and school infrastructure; third, the availability of time; and fourth, the potential obstacles that may hinder the achievement of the program's objectives."* (Informant, R.D.K.).

According to R.D.K., careful consideration is essential to ensure that planned activities are truly achievable and aligned with their intended objectives. In this way, programmed activities can remain realistic and feasible for implementation. Based on an interview with A.A., several key factors must be considered when determining activity priorities. These include: the extent to which an activity contributes to achieving the predetermined objectives; the urgency of the activity in terms of necessity and implementation demands; whether the activity is time-bound—restricted to a specific date or month; and the availability and suitability of supporting resources such as human capital, funding, infrastructure, and facilities, in accordance with the schedule and needs of the activity.

A document review and field observations, supported by an interview with Vice Principal for Student Affairs R.D.K., revealed that the school uses a structured format in planning and scheduling student-related activities. One key principle applied in budgeting is the consideration of equity across programs. R.D.K. emphasized the importance of avoiding situations in which some activities receive excessive funding while others are completely neglected—unless the nature of the activity itself justifies minimal or no budget allocation.

A.A.R. added that while some degree of budget inequality may be permissible, it must remain within the boundaries of the agreed-upon priority scale. Furthermore, such deviations should be justified by the strategic importance of the favored activities and must receive formal approval from relevant school stakeholders, including the school leadership, school committee, and other involved parties.

3.2 *Acceptance learners*

Based on results interview with vice principal student affairs A.A., and results observation researchers on site, Before reception participant educate, school moreover Formerly determine Policy operational reception participant educate the essence load system registration and selection or the filtering that will be enforced For participant educate. In addition, the policy reception participant educate, also contains about time registration, when started and when ended. In the policy reception participant educate too load about the personnel who will be involved in registration, selection and admission participant educate.

Based on observation directly in the field, there are two types system reception participant educate new. First, with use system promotion, while the second with use system selection. According to explanation vice principal student affairs R.D.K., in question with system promotion is reception participant educate, which previously without use selection. Those who register as participant educate in a school, accepted all so only. So that those who register become participant educate, no there are some that are rejected.

Second, the school applies a selection system. This selection is based on national examination scores and the results of entrance tests. Students admitted to Muhammadiyah 1 Gresik High School must meet specific criteria for new student enrollment. According to the results of interviews with the Vice Principal of Student Affairs, R.D.K., and the researchers' field observations, this selection process is designed to ensure that only candidates who demonstrate adequate academic performance and potential are accepted.

"Criteria used in reception student new is normative reference, namely a reception candidate participant education based on on overall performance candidate participant students who follow selection. In case This school set criteria reception based on performance overall participant educate. Overall performance participant educate added up, then searching for the average. Prospective participants educate the value is and above average, classified as candidates who can accepted as candidate participant educate. While those below average include participant educate who does not accepted."
(Informant, R.D.K.).

Third, the criteria are based on on Power capacity school, school moreover formerly determine How many amount Power its capacity, or How many candidate participant educate new that will accepted. After school determine, then to rank performance student start from the highest achievers until with lowest achievement. Determination participant education received done with method massage from on to down, up Power capacity the fulfilled.

If there are between the same student ranking, while they You're welcome be in the ranking critical admission, school can take wisdom among others, through test repeat on students whose rankings The same Or, you can also choose between they with observe performance others. It is also possible to suspend reception they with put it in place in reserve, with notes If at any time There is candidate participant students whose ranking be on top of it to resign self, the person concerned called For fill in formation the.

Orientation Learners, Based on results interview with Mr A.A.R., the head of the Muhammadiyah 1 Gresik High School, who is supported with existing documents:

"At school This held orientation participant educate new expected can to deliver participant educate in the atmosphere new different with previously. With Thus, participants educate will aware as consciously as possible, that environment new where is it will entering it, requires thoughts, energy and time are relative more Lots compared to with environment school previously." (Informant, A.A.R.).

Based on information provided by the Vice Principal of Student Affairs, Mr. A.A.R., the orientation program includes an introduction to both the physical and social environments of the school. The physical environment comprises school infrastructure and facilities, such as access roads, school yards, playgrounds, sports fields, buildings, and educational equipment, along with other amenities provided by the school. Meanwhile, the social environment consists of the school principal, teachers, non-teaching educational staff, peer classmates, and senior students (Darling-Hammond & Bransford, 2005). This social environment may be either formally structured or informal in nature.

According to Mr. A.A.R., the objectives of the student orientation are as follows: First, to help students better understand themselves within the context of a new learning environment. Second, to introduce them to the school environment—both physically and socially. This introduction is crucial for several reasons: (1) to ensure students can optimally utilize school facilities and services; (2) to foster student self-socialization and personal development; and (3) to prepare students physically, mentally, and emotionally to adapt successfully to the new school setting.

Based on the researcher's observation, the official student welcome begins with a gathering in the school's main hall, which can accommodate all new students. Seated before them are the school principal, teachers, and staff. This arrangement allows new students to clearly observe and become familiar with school leadership and personnel (Mulford, 2003; Leithwood & Jantzi, 2000).

During the official welcome, the principal delivers an address that includes a brief history of the school, its notable achievements, and an expression of appreciation for the students who have chosen the school as their educational path. The principal also introduces the vice principals, teaching staff along with their areas of expertise and experience, as well as school personnel and the types of services they provide (Danielson, 2007). Additionally, the principal outlines the structure of student organizations and other relevant aspects of school life.

According to direct observation at the school, orientation week is a continuation of the initial orientation that occurs during the first days of school. While the early orientation sessions provide a general introduction to the school's physical and social environment, orientation week offers a more detailed understanding.

During this extended orientation, students are introduced to specific aspects of the school environment, including school rules and regulations, teaching and administrative staff, the school library, laboratories, workshops, cafeteria, guidance and counseling

services, school health services, dormitory services, study program orientation, strategies for effective and efficient learning, and student organizations (Shulman, 1987).

3.3 Settings presence learners

Based on results interview with Mr A.A.R., head supported schools with documents :

"Presence participant education in school is very important is presence and participation participant educate in a way physical and mental towards activity school during effective hours at school. During effective hours school, participants educate of course must be at school. If not be at school, must be can give valid statement as well as known by parents or his guardian. This is very important, therefore Because There is incidents such as: participants educate state to parents or his guardian that He leave to school, but it turns out No attend school". (Informant, A.A.R.).

Based on information from Mrs R.D.K., teacher, there is some reason absence participant educated at school. First, absences that are caused by from environment family. Second, absences that are caused by from participant educate That itself. Such a thing Can occurs, especially in participants educate with soul unstable as well as not enough get supervision from parents or family. Third, because sick, and fourth of course with on purpose skip school. According to explanation from R.D.K., vice principal student affairs, In connection with Students who are truant, come late and leave school School

There are some type absence participant educated at school. First, absence without give permission, or known as with truancy (truency). Second, absence several hours of lessons Because tardiness. Third, absence with permission. The third type of absence this, can Because the pain is indeed No allow For present, and it could also be because There is interest family. Besides there it is participant students who attend school, however so the lesson hours school Still Not yet finished, they Already go home leave school.

To participant truant students, school can send letter to parents containing : notification that his son No present at school, asking questions Why participant educate the No enter school, and How many amount day participant educate the No attending school. Letter to parents the important, so that parents notice presence his son to school.

To delay participant educate, schools also need send letter to parents or guardian participant educate. With announcement Thus, parents or guardian participant educate will the more notice about presence his son at school with the right time. Contract between teachers and participant educate about sanction on those who are late can also made, so that they You're welcome keep the time that has passed scheduled.

To participant students who leave school before time, also necessary asked by the teacher participant the students concerned. Because, the participants educate Of course also have a reason Why He leave school before its time. With effort the so order and smoothness education in school will awake.

Based on observation researchers, Efforts that can done For increase presence participant educate at school is with see case by case. Because, between participant educate One with participant other students, have different problems. Although Thus, efforts in a way mass For increase participant educate can done with notice sources reason absence participant educate at school such as; repair environment home, repair environment school, repair self participant educate yourself, and repair environment public.

Based on the researcher's observations, several efforts can be undertaken to improve the home environment in order to support and enhance student attendance at school. First, ensuring that students arrive at school on time is crucial. This can be facilitated by parents, especially for children in the early grades of elementary school. Schools can also contribute by providing appropriate transportation that operates on time and can accommodate the number of students enrolled. Second, assigning specific tasks or responsibilities to students and requiring them to bring the completed work to school can help build a sense of accountability and routine. Third, parents should monitor their children's sleep schedules

to ensure they go to bed and wake up at appropriate times. This can include providing an alarm clock to help children wake up early and prepare for school in a timely manner. Lastly, it is important to help students develop a deep understanding of school rules and procedures to encourage discipline and better adjustment to the school environment.

Based on observation researchers and documents in Muhammadiyah 1 Gresik High School Participants students who attend school should noted by the teacher in book presence. While participant educate who does not attend school noted in book absence. With words others, presence is the attendance list participant educate, while absence is absence register book participant educate.

3.4 Discussion

The planning of educational participants at Muhammadiyah 1 Gresik High School involved several key considerations during the selection process. First, the selection of student-related activities. Second, the feasibility of implementing these activities, viewed from the aspects of human resources, funding, and the school's available infrastructure and facilities. Third, the time available for implementation. Fourth, potential inhibiting factors that may hinder the achievement of goals.

Educational participant planning is the process of anticipating and preparing actions related to students in the school setting—whether when they are about to enter, during their time at school, or upon graduation. The planning focuses on actions concerning student admission, their learning journey, and graduation processes. Several stages are involved in educational planning. These stages include forecasting, setting objectives, formulating policies, programming, developing procedures, scheduling, and budgeting. These steps are carried out in sequence, as illustrated in the planning diagram.

Forecasting refers to the process of making preliminary estimates by anticipating future developments. This process encompasses three time dimensions: past, present, and future. To achieve the intended goals, objectives are typically outlined in the form of measurable targets. While goals tend to be general and abstract, with unclear criteria for success, targets are formulated with clear, measurable indicators of achievement. These targets are often expressed in action-oriented terms such as "implementation," "reading," "writing," or "realization."

Programming is a purposeful activity that involves selecting specific actions from those identified in the policy formulation stage. This selection is necessary because not all identified activities can be implemented. In other words, program development entails choosing from among the proposed actions that align with established policies. Before admitting new students, Muhammadiyah 1 Gresik High School first establishes an operational policy for student admission. This policy outlines the registration and selection systems to be implemented. It includes details regarding registration periods—when registration begins and ends—and the personnel involved in the registration, selection, and admission processes.

The student admission policy is formulated based on directives from the District Education Office. These guidelines must be followed, as they are designed to help schools admit candidates who meet desired or ideal criteria. Currently, secondary and higher-level schools commonly use a score-based system. Under this system, student candidates are ranked based on their scores, and admission is granted to those who fall within the predetermined quota or capacity established by the school. This performance is evaluated through the report cards from the first semester up to the final semester. Such a system generally provides greater opportunities for high-performing students. Those whose report cards show consistently good grades from the first semester onward have a higher chance of being accepted, whereas those with poor academic records have significantly lower chances.

Student orientation at Muhammadiyah 1 Gresik High School includes an introduction to both the physical and social school environments. The physical environment refers to the

school's infrastructure and facilities, such as access roads, school yard, playground, sports field, buildings, equipment, and other resources available within the school premises.

The social environment includes the school principal, teachers, non-teaching staff, peers, and senior students. The social environment may be structured (organized) or unstructured depending on the context and interaction. In essence, orientation serves as an introductory phase for new students, encompassing both physical and social aspects of the school environment to help them adapt and integrate into the academic and social life of the school community.

The objectives of orientation for new students are as follows. First, orientation aims to help students develop greater self-awareness within the context of their new environment. This self-understanding is essential as they begin the process of adjusting to unfamiliar settings. Second, orientation introduces students to the school environment, covering both its physical dimensions—such as buildings, classrooms, and facilities—and its social dimensions, which include interactions with teachers, fellow students, and school staff. A thorough introduction to these aspects facilitates a smoother and more confident transition into the school community.

The first days of school for new students are typically marked by mixed emotions. Students may experience a combination of joy and anxiety—feeling proud and happy for being accepted into their school of choice, yet also worried or uncertain about the academic and social challenges ahead. These emotions stem from entering an unfamiliar environment and anticipating the demands of a new academic stage that is often more rigorous than their previous experiences.

Given that new students are encountering numerous novel situations, their curiosity about their surroundings is naturally heightened. Questions such as "Who are the teachers?" "What are their roles?" and "What do they look like?" are common among new students. They are also eager to learn about what subjects the teachers teach and what expertise or specializations they hold.

During the orientation week, new students should be formally introduced to all teachers and school personnel in a comprehensive manner. These introductions ideally include personal details such as name, place and date of birth, professional status, family background (e.g., number of children), residential address, educational background, area of expertise, teaching experience, achievements, and notable works. This approach helps build rapport, trust, and a sense of familiarity between students and the school community.

During the official welcoming ceremony, the principal delivers an acceptance speech. The content of this address typically includes a brief history of the school, notable achievements, and an expression of appreciation toward the students who have chosen the school as a place to develop themselves academically and personally. Furthermore, the principal introduces the vice principals, teaching staff along with their respective areas of expertise and experience, support personnel and the types of services they provide, the organizational structure of the student body, and other relevant information that fosters early orientation.

The attendance of students at Muhammadiyah 1 Gresik High School is defined as the physical and mental presence of students during school activities held within official school hours. During these effective hours, students are expected to be present at school. In the event of an absence, students must submit a valid excuse that is acknowledged and approved by their parents or legal guardians.

Student attendance signifies active physical and mental involvement in school activities during instructional hours, whereas absence refers specifically to the lack of physical presence during these times. It is essential that all absences are clearly accounted for and verified to prevent potential issues. For example, there have been instances in which students informed their parents that they were attending school, but in fact did not show up. Therefore, ensuring transparency and communication between the school and parents regarding student attendance is of critical importance.

Student attendance, particularly within the school environment, is not merely defined as physical presence. Certain court decisions have emphasized that true attendance

encompasses not only bodily presence but also active participation in the academic and orientation-related activities of the school. There are various underlying reasons for student absenteeism, one of which originates from the family environment. In some cases, families provide strong support for the student's regular presence at school, while in others, such support is lacking or even counterproductive. In fact, there are instances where the family becomes an obstacle that hinders the student from attending school. Addressing this type of absenteeism often requires curative measures that target the family as a system, including interventions to improve the family's educational support and awareness.

Absenteeism among students in schools may take several forms. There are students who are absent without permission, a condition commonly referred to as truancy. Others may be partially absent, attending only part of the school day due to tardiness or other time-related issues. Some students are absent with official permission, such as when they are ill or attending to important family matters. Furthermore, there are cases where students are physically present at school but leave the premises before the school day ends, resulting in incomplete participation.

Efforts to improve student attendance must be based on individual case analysis, as the underlying causes of absenteeism vary significantly from one student to another. Nevertheless, broader interventions can also be pursued by addressing the primary sources of absenteeism. These may include improving the home environment, enhancing the school atmosphere, fostering student self-discipline and motivation, and strengthening community involvement in education. By understanding and responding to these diverse factors, schools can more effectively promote consistent and meaningful student attendance.

Discipline is a crucial value for students and must be instilled consistently throughout their educational journey. When discipline is cultivated continuously, it becomes a habit that shapes the student's behavior and attitude toward learning and responsibility. Individuals who achieve success in their respective fields generally exhibit a high level of discipline, while those who experience failure often lack it. Therefore, discipline plays a foundational role in shaping students' future outcomes.

Student management is one of the core components of school management, aimed at organizing and guiding students from the point of admission through to graduation. A performance-based approach in student management seeks to enhance the effectiveness of the educational process by focusing on efficiency, continuous evaluation, and the systematic development of students (Yusuf & Rahman, 2020). This approach goes beyond administrative functions; it also encompasses the management of discipline, attendance, character formation, and the development of student competencies through structured and measurable programs (Paulson, 2009). It highlights the importance of data-driven decision-making and regular evaluations, enabling schools to identify issues promptly and implement targeted solutions.

Implementation of Performance-Based Student Management at SMA Muhammadiyah 1 Gresik, has adopted performance-based student management by implementing various strategies and systems to optimize student management.

Student admission system at Muhammadiyah 1 Gresik High Schoolis carried out by considering academic and non-academic achievements. The school uses a combination of national exam score-based selection and entrance tests that aim to assess students' basic competencies before being accepted (Suradji, 2018). In addition, the admission policy also includes an evaluation of the talents and interests of prospective students so that they can be directed to programs that suit their potential.

This system aims to ensure that students accepted into the school have academic readiness and attitudes that support a conducive learning environment. According to research conducted by Tan & Kwek (2014), a performance-based selection approach in student admissions can increase learning motivation and help schools manage more academically balanced classes.

Orientation and Discipline Development Program, As part of the student management strategy, Muhammadiyah 1 Gresik High Schoolhas an orientation program that aims to help students adapt to the new environment. This program includes an

introduction to the school's vision and mission, rules, and various academic and non-academic services available to students (Amalia, 2023).

In addition, the school also implements a discipline development system using a technology-based monitoring system. Each student is required to follow strict attendance rules, where their absences are recorded digitally and can be monitored by homeroom teachers and parents through an online system (Anderson & Dill, 2000, Dweck, 2006; Fullan, 2001, Hargreaves & Fullan, 2012). This system not only improves student compliance with school rules but also makes it easier to identify students who need more attention in terms of discipline.

Attendance Management and Academic Evaluation, Student attendance is an important factor in their academic success. Therefore, Muhammadiyah 1 Gresik High Schoolimplements a stricter attendance monitoring system using information technology. Student attendance data is recorded in an online system that allows homeroom teachers and parents to monitor their attendance in real-time (Coburn & Penuel, 2016).

In addition, the school also implements periodic academic evaluations with formative and summative assessment methods to ensure that students receive constructive feedback on their learning progress (Hattie & Timperley, 2007, Stiggins, 2004). According to research conducted by Black & Wiliam (2009), formative assessments that are carried out regularly can help improve student learning outcomes because they can identify their weaknesses and make improvements immediately.

Utilization of Technology in Student Management, The use of technology in student management at Muhammadiyah 1 Gresik High Schoolhas helped improve efficiency in student data management. The digital-based administration system allows schools to manage student data more systematically, starting from academic track records, attendance records, to student progress reports (Suradji, 2018).

According to research conducted by Schilling & Kuebler (2011), the use of technology in education can improve the efficiency of student management and help teachers provide more appropriate interventions to students who have difficulty learning. Muhammadiyah 1 Gresik High Schoolhas adopted a digital platform for reporting learning outcomes, communicating with parents, and monitoring student behavior.

Character Development through Extracurricular Activities, In addition to academic and disciplinary aspects, performance-based student management also includes student character development through extracurricular activities. Muhammadiyah 1 Gresik High Schooloffers various extracurricular activities that are managed with performance-based management principles, such as Extra Theater, sports, and social activities (Amalia, 2023).

This extracurricular program is designed to build social skills, leadership, and a sense of responsibility in students. According to research conducted by Biggs (2003), involvement in extracurricular activities can improve students' interpersonal skills and provide a more holistic learning experience.

4. Conclusions

Performance-based student management at Muhammadiyah 1 Gresik High Schoolhas had a positive impact in improving discipline, learning quality, and overall student management. Although there are still some challenges, this approach has great potential to be applied in other schools to improve the quality of education sustainably.

Management student affairs based on performance at Gresik Regency High School has applied with well, though Still need improvements in some aspect like system selection participant education and mechanism supervision discipline. A more optimal implementation can increase quality education and formation character more students Good. School need strengthen system selection participant educate with adapt more methods comprehensive. Coaching program student need more improved through personal approach and use technology education. Collaboration between party school, teachers and parents must reinforced use create environment learn more conducive.

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The authors declare no conflict of interest.

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