

# STUDENT MANAGEMENT TO IMPROVE THE QUALITY OF EDUCATION IN EFFECTIVE SCHOOLS (A CASE STUDY AT MAN INSAN CENDEKIA SERPONG)

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**Abstract:** This article aims to explain the planning, development, and evaluation of students in effective schools at MAN Insan Cendekia Serpong Tangerang Banten. Student management has a strategic position in developing the quality of education. Better student management will increase the achievement of students. The author acts as a key instrument in data collection, because this research used a qualitative approach with a type of case study. The author explores data based on the archive system and the effectiveness of decision making, then collects, explains, and analyzes it. This article concludes that the student planning at MAN Insan Cendekia starts with an online new student registration system. Selection is carried out in a transparent and accountable manner by involving independent parties from outside. The selection stages include administrative, scholastic talent, academic, and medical examination selection. The development of students at MAN Insan Cendekia is carried out by involving the active role of schools, mosques and dormitories. These three development centers work together and holistically to achieve the school's vision. The development of students there includes disciplinary, academic and non-academic aspects. Meanwhile, the evaluation of students at MAN Insan Cendekia is implemented in a transparent, accountable, continuous, and comprehensive manner with high standards. In summary, the evaluations carried out are daily tests, midterm exams, final semester exams, and national exams. However, evaluation focuses more on the process, assuming that if the process is good, then the results will also be of high quality.

**Keywords:** Student Management, Quality of Education.

## Introduction

The success of a school is usually determined by the extent to which educational goals can be achieved in a certain period according to the length of education that took place at school.<sup>1</sup> Therefore, there emerged effective schools and ineffective schools. Effective schools have a high level of conformity between what has been formulated to be done with the results achieved by the school.<sup>2</sup> Effective schools always perfect their programs every year so that they can develop student competencies that are adaptive to every development of science and technology and the global environment.<sup>3</sup> So an effective school is a school that has a level of conformity between the results achieved with the plan and the target results that are determined in advance. Effective schools are schools that have good, transparent and accountable management that are able to empower all school components to achieve school goals effectively.

School is an open system which has interrelated and interconnected subsystems. Masino and Niño-Zarazúa say that an effective school system consists of 5 components. First is Context. For example, community needs, school environment and educational policies. Second is Input. For example, teacher resources and quality. Third is Process. For example the school climate and curriculum. Fourth is Output. For example student learning outcomes and overall achievement. And the last is Outcome. For example work and income opportunities.<sup>4</sup>

According to Agih<sup>5</sup>, effective schools have the following characteristics: 1). Existence of disciplinary standards that apply to all school members. 2). Have a regularity in routine classroom activities. 3). Has a very high standard of school achievement. 4). Learners are able to achieve planned goals. 5). Students graduate with mastering academic knowledge. 6). There are awards for students who excel. 7). Students want to work hard and

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<sup>1</sup> W. H. Adriaan Hofman and Roelande H. Hofman, "Smart Management in Effective Schools: Effective Management Configurations in General and Vocational Education in the Netherlands," *Educational Administration Quarterly* 47, no. 4 (2011): 620–45, <https://doi.org/10.1177/0013161X11400186>.

<sup>2</sup> Simin Ghavifekr, Mojgan Afshari, and Amla Salleh, "Management Strategies for E-Learning System as the Core Component of Systemic Change: A Qualitative Analysis," *Life Science Journal* 9, no. 3 (2012): 1097–8135.

<sup>3</sup> Berrin Akin Akbuber et al., "The Gifted Student Workshop: A Method Proposal for The Evaluation of Gifted Student Problems in Science and Art Centers," *Journal of Gifted Education and Creativity* 6, no. 1 (2019): 22–39.

<sup>4</sup> Serena Masino and Miguel Niño-Zarazúa, "What Works to Improve the Quality of Student Learning in Developing Countries?," *International Journal of Educational Development* 48 (2016): 53–65, <https://doi.org/10.1016/j.ijedudev.2015.11.012>.

<sup>5</sup> AA Agih, "Effective School Management and Supervision: Imperative for Quality Education Service Delivery," *African Research Review* 9, no. 3 (2015): 62, <https://doi.org/10.4314/afrrrev.v9i3.6>.

be responsible. 8). The school principal has a program of inservice, supervision, supervision and makes school plans together with teachers. 9). There is a comfortable environment. 10). Regular assessments of student-made programs.<sup>6</sup>

Quality student management at educational institutions will provide academic and non-academic quality development services to students, so that they can grow and develop optimally according to their potential, talents, interests, intellectual, social, and emotional intelligence.<sup>7</sup> Soetopo stated that “student management is an arrangement of all activities related to students from entering to leaving an educational institution.” Meanwhile, Nasihin & Sururi stated that “the student component is very much needed in the implementation of education in schools, students are both the subject and the object in the process of transforming knowledge and the necessary skills.”

Effective schools are schools that carry out their function as the best place to learn and provide quality educational services for students. Effective schools also demonstrate a professional work environment, visionary leadership, staff development, and collaborative planning. Syafaruddin stated that effective schools have the characteristics of "superior teaching and low dropout rates, effective school climates also share targets and high expectations of lessons". According to Cheng in Komariah, effective school is a school that has the ability to carry out its functions optimally, and all students can develop themselves as far as possible compared to the initial conditions when they enter school.<sup>8</sup>

Effective schools is a boarding school under the management of the Director General of Islamic Education of the Ministry of Religion of the Republic of Indonesia which is based on the Decree of the Director General of Islamic Religious Education No DT.II / PP.00 / 71/2007 designated as an International Standard Madrasah. MAN Insan Cendekia was founded with the vision of realizing high-quality human resources in faith and devotion,

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<sup>6</sup> Xi Bei Xiong and Cher Ping Lim, “Curriculum Leadership and the Development of ICT in Education Competencies of Pre-Service Teachers in South China,” *Asia-Pacific Education Researcher* 24, no. 3 (2015): 515–24, <https://doi.org/10.1007/s40299-015-0238-1>.

<sup>7</sup> Georgia Lazakidou and Symeon Retalis, “Using Computer Supported Collaborative Learning Strategies for Helping Students Acquire Self-Regulated Problem-Solving Skills in Mathematics,” *Computers & Education* 54, no. 1 (January 2010): 3–13, <https://doi.org/10.1016/j.compedu.2009.02.020>.

<sup>8</sup> Darwisyah Irwan D and Nunun Indrasari, “Designing Listening Tasks For English Students,” *English Education: Jurnal Tadris Bahasa Inggris* 12, no. 1 (2019): 11–21, <https://doi.org/10.24042/ee-jtbi.v12i1.4423>.

mastering science and technology and being able to actualize them in society.<sup>9</sup>

MAN Insan Cendekia Serpong has three main missions, namely first, to prepare future leaders who master science and technology, have high fighting power, are able to communicate in international languages, are innovative, and have a strong foundation of faith and piety. Second, forming professional teaching resources and educational staff, and thirdly making MAN Insan Cendekia Serpong a model madrasah in the development of teaching science and technology and IMTAK for other educational institutions.

MAN Insan Cendekia Serpong was chosen as the setting for this study with the consideration that this school has unique characteristics, including: 1) Integrating academic traditions and pesantren traditions by developing a Boarding School (all students are required to live in dormitories), which is facilitated by learning and worship facilities representative. 2) Developing a high quality and academic culture in order to obtain national and international achievements. The majority (90%) of MAN Insan scholars have passed the selection to enter state universities with A qualifications such as ITB, UI, UGM and other state universities. Some students continue their studies at overseas universities such as America, Germany, Japan, Australia, Singapore, the Netherlands and Malaysia.

This study used a qualitative approach with case study design with descriptive method by collecting data based on archiving systems and the effectiveness of decision making, then compiled, explained, and analyzed.<sup>10</sup> This international standard boarding school is a madrasah that has academic and non-academic qualities.<sup>11</sup> The data collection methods that were used here are observation, in-depth interview, structured interview, and documentation study. Observation, namely by direct observation to the research location to obtain information related to the research problem. In-depth interviews with a number of informants who were selected as mentioned above, by asking questions to get actual information regarding the research problem. Structured interviews using a questionnaire to the parties mentioned above who are used as research respondents. The questionnaire is the author's own creation. Documentation study by examining documents

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<sup>9</sup> Ugur Ikiat, "Nurturing of Creativity of Children with Enriched Science Course," *Journal of Gifted Education and Creativity* 6, no. 1 (2019): 1–19.

<sup>10</sup> K. B. Everard, Geoffrey Morris, and Ian Wilson, *Effective School Management, Effective School Management*, 2004, <https://doi.org/10.4135/9781446211427>.

<sup>11</sup> Abdikadir Issa Farah, "School Management: Characteristics of Effective Principal," *International Journal of Advancemnet in Research & Technology* 2, no. 10 (2013): 168–73.

relevant to the research problem. Sources of data is collected from the principal, student staff, teachers, and several students.

Data analysis techniques used are data reduction, data display, and drawing conclusions.<sup>12</sup> Triangulation and member-check are used as the main references in processing data. Data reduction is a form of analysis that sharpens, classifies, removes unnecessary ones, which will provide a more directional picture of the results of observations and also make it easier for researchers to retrieve the data if needed.<sup>13</sup> Data display is an attempt to present data to see the overall picture of the data or certain parts of the research.<sup>14</sup> All are designed to combine information arranged in a unified and easy-to-use form, so that researchers can master the data and not drown in piles of data. This procedure is an attempt to find meaning in the data collected by looking for patterns, themes, relationships, similarities, and things that often arise.<sup>15</sup>

The three stages that the researcher took in the implementation of this research, as suggested by Nzoka and Orodho<sup>16</sup>, is Pre-field activities, field activities, and intensive analysis. Pre-field is the preparatory stage after reviewing and understanding several references related to research themes, both education administration, education financing, education relations and community development, and education management.<sup>17</sup> Field activities, conduct triangulation to check the correctness of the data to avoid subjectivity by obtaining these data from different sources using the same or different methods.<sup>18</sup> Intensive analysis. This stage is the reporting of a series of field findings. The reporting here is in the form of a thesis with a

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<sup>12</sup> Ebru Kalfa and Ozden Yalcinkaya Alkar, "The Relationship of Perfectionism, Rumination and Depression in Gifted Children and Adolescents: A Literature Review," *Journal of Gifted Education and Creativity* 6, no. 1 (2019).

<sup>13</sup> Cucun Sunaengsih et al., "Principal Leadership in the Implementation of Effective School Management," *Mimbar Sekolah Dasar* 6, no. 1 (2019): 79, <https://doi.org/10.17509/mimbar-sd.v6i1.15200>.

<sup>14</sup> Anastasia A. Katou and Pawan S. Budhwar, *Human Resource Management Systems and Organizational Performance: A Test of a Mediating Model in the Greek Manufacturing Context*, *International Journal of Human Resource Management*, vol. 17, 2006, <https://doi.org/10.1080/09585190600756525>.

<sup>15</sup> Barbara S. Mitchell, Regina G. Hirn, and Timothy J. Lewis, "Enhancing Effective Classroom Management in Schools: Structures for Changing Teacher Behavior," *Teacher Education and Special Education* 40, no. 2 (2017): 140–53, <https://doi.org/10.1177/0888406417700961>.

<sup>16</sup> Jackline Tabitha Nzoka and John Aluko Orodho, "School Management and Students' Academic Performance: How Effective Are Strategies Being Employed by School Managers in Secondary Schools in Embu," *International Journal of Humanities and Social Science* 4, no. 9 (2014): 86–99.

<sup>17</sup> Laila Alammar, "The Effective School: The Role of the Leaders in School Effectiveness," *Educational Research and Reviews* 10, no. 6 (2015): 695–721, <https://doi.org/10.5897/err2014.1986>.

<sup>18</sup> Katharina Sieberer-Nagler, "Effective Classroom-Management & Positive Teaching," *English Language Teaching* 9, no. 1 (2015): 163, <https://doi.org/10.5539/elt.v9n1p163>.

predetermined systematics, where each report is inseparable from the direction and input of the supervisors that have been determined.<sup>19</sup>

### **Student Management in Effective Schools**

Knezevich put forward a theory that is very relevant to the management of students. The theory in question is pupil personnel administration, where the management of students is interpreted as a service that focuses on managing students in the classroom and outside the classroom. The arrangements in question include introduction, registration, individual services such as the development of overall abilities, interests, needs until they mature in school.<sup>20</sup> Students need to be managed well, starting from planning, implementation, to evaluation. This is intended so that the implementation of education can be carried out optimally.

The purpose of student management is to organize activities in the student sector so that the learning process carried out in a school can run smoothly, orderly and regularly in such a way that what is the main objective of a learning program at school can be achieved optimally. There are at least 4 specific student management objectives. First is to increase students' knowledge, skills, and psychomotor. Second is to channel and develop students' general abilities (intelligence), talents and interests. The third is channeling the aspirations, hopes and meeting the needs of students. And fourth, by fulfilling all of the above goals, it is hoped that students can achieve happiness and prosperity in life that can further study well and achieve their goals.<sup>21</sup>

Meanwhile, an effective school is a description of a formal educational institution that prioritizes the effectiveness and efficiency of education implementation with optimal target achievement. According to Saran and Trafford, schools are effective in the perspective of school organizing by applying a balance of empowerment, low levels of corporal punishment, principals develop leadership, open school and parent relationships, positive expectations towards students and schools involve students academically and socially.<sup>22</sup>

Gerloff also described the characteristics of an effective school that must have a unique identity. The first is to have professional leadership.

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<sup>19</sup> V. Msila, "School Management and the Struggle for Effective Schools," *Africa Education Review* 8, no. 3 (2011): 434–49, <https://doi.org/10.1080/18146627.2011.618650>.

<sup>20</sup> Stephen J. Knezevich, *Administration of Public Education: A Sourcebook for the Leadership and Management of Educational Institutions* (New York: Harpercollins College Division, 1984).

<sup>21</sup> Ali Imron, *Manajemen Kesiswaan Berbasis Sekolah* (Jakarta: Bumi Aksara, 2013).

<sup>22</sup> Rene Saran and Vernon Trafford, *Research in Education Management and Policy: Retrospect and Prospect* (London: Taylor & Francis, 1990).

Second, have a common vision and goals. Third, have a conducive learning environment. The fourth is to focus on the teaching and learning process. Fifth, have high hopes. Sixth, provide positive reinforcement. Seventh, monitoring progress regularly. Eighth, organizing meaningful learning. Ninth, have a learning organization. And the tenth is having a family and school partnership.<sup>23</sup>

From this explanation it can be concluded that the management of students is very vital in the implementation of education, especially in effective schools. However, an effective school is an educational institution that is considered to have an advantage over the average. For this reason, the management of all elements in effective school administration, including the management of students, must be of particular concern.

### **Student Planning at MAN Insan Cendekia**

Student planning at MAN Insan Cendekia starts with an online new student registration system. Selection is carried out in a transparent and accountable manner by involving independent parties from outside. The selection stages include administrative, scholastic talent, academic, and medical examination selection.

Strengthening the domain knowledge of science and Islamic values is the mission of this madrasa. The admission of new students at MAN Insan Cendekia Serpong includes the determination of the new student admission policy, the admission system, the admission criteria, the admission procedure and the problems of admitting new students. The registration system used at MAN Insan Cendekia Serpong already uses an online system. There are two kinds of systems for admitting new students, first using a promotion system, while the second using a selection system.<sup>24</sup>

The first selection to do is administrative selection and then test. This is in line with Imron's statement that the selection system is usually carried out in two stages, namely administrative selection then academic selection. According to Sobri, the activity of admitting new students can be carried out in the following steps: (1) forming a committee for admitting new students, (2) determining registration requirements, (3) providing registration forms,

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<sup>23</sup> Edwin A. Gerloff, *Organizational Theory and Design: A Strategic Approach for Management* (New York: McGraw-Hill Book Co., 1985).

<sup>24</sup> Min Liu and Susan Pedersen, "The Effects of Modeling Expert Cognitive Strategies During Problem-Based Learning," *Journal of Educational Computing Research* 26, no. 4 (2002): 353–80, <https://doi.org/10.2190/6NL3-HMED-J8HE-GD4T>.

(4) announcing candidate registration, (5) providing books registration, (6) registration time and determination of the accepted candidates.<sup>25</sup>

Determination of accepted students is done by sorting from top to bottom, until the capacity is met. Based on data in the field, the criteria used to determine graduation in the admission of new students are based on the school capacity. All students are accepted based on the results of the selection of scholastic aptitude tests (learning potential), academic tests.<sup>26</sup> To maintain the objectivity and transparency of the results, the selection process involves outside parties or independent institutions, namely the Indonesian Assessment Institute for scholastic aptitude tests, from the Ministry of Religion for academic tests and IAIN for religious and Arabic language tests. Then to find out graduation, students can be seen directly on the bulletin board at school or via the internet.

The stages of admission of students at MAN Insan Cendekia Serpong include: Determination of graduation based on policies from the center, namely adjusted to the predetermined quota of 240 people with a quota of 120 people in Serpong and 120 people in Serpong.

The main consideration in determining graduation is the result of the scholastic aptitude test (TBS) because from the test results we will see the potential for student development. Health tests are also very influential in determining graduation.<sup>27</sup> The scholastic potential test score and academic score must be both good, the passing determination system is to sort from the highest score to the lowest score then sorted until the quota is met. The pass rate is very reliable because there is no intervention from any party because the implementation of the test involves outside agencies.<sup>28</sup>

It has become a tradition that students who are declared accepted must follow the orientation carried out by the school, this activity is part of the acceptance of new students.<sup>29</sup> In general, the purpose of this activity is to introduce the situation and conditions of the new school where you are studying.

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<sup>25</sup> Ghavifekr, Afshari, and Salleh, "Management Strategies for E-Learning System as the Core Component of Systemic Change: A Qualitative Analysis."

<sup>26</sup> Christoph Becker et al., "Effects of Regular Classes in Outdoor Education Settings: A Systematic Review on Students' Learning, Social and Health Dimensions," *International Journal of Environmental Research and Public Health* 14, no. 5 (2017): 1–20, <https://doi.org/10.3390/ijerph14050485>.

<sup>27</sup> Ozan Cetin and Hasan Said Tortop, "The Role of Image Analysis in Revealing Family Experiences and Future Drafting of Gifted Children," *Journal of Gifted Education and Creativity* 5, no. 1 (2018): 108–29, <https://doi.org/10.1590/s1809-98232013000400007>.

<sup>28</sup> Yusuf Ozsoy, "A General View to the Academic Journals in the Field of Gifted Education in Turkey," *Journal of Gifted Education and Creativity* 6, no. 1 (2019): 40–53.

<sup>29</sup> Filiz Gulgor and Hasan Said Tortop, "Marriage Adaptation : A Glance at Gifteds," *Journal of Gifted Education and Creativity* 20185, no. 2 (2018): 45–58.



## Student Development at MAN Insan Cendekia

The development of students at MAN Insan Cendekia Serpong includes academic and non-academic coaching. Academic coaching is directed at achieving high academic achievements. Academic coaching, at MAN Insan Cendekia Serpong is coaching the teaching and learning process, class promotion and the majors process. The teaching and learning process is the main activity in schools, schools are given the freedom to choose the most effective learning and teaching strategies, methods and techniques, according to the characteristics of the teacher and the actual conditions of the resources available in the school.

Academic guidance is carried out by: (a) arranging effective study time, namely between regular hours and additional hours for independent study, (b) preparing academic support activities outside of regular hours, for example subject clinics, responsiveness and peer counselors<sup>30</sup>, then to monitor the learning progress of students, then appointed foster care and foster siblings, programmed in the curriculum section to prepare and appoint a tutor, (c) take action to anticipate if there are indications that students cannot adjust to the academic environment, namely by giving special attention to students and immediately communicate with parents, (d) the consideration in determining the majors for class XI is the academic value of class X, then the results of psychological tests and considering the choices of students and parents, (e) increasing academic achievement, it requires joint commitment in his development and m establish cooperation with outside institutions and (f) balance coaching in academic activities with coaching non-academic (religious) activities. One way to optimize learning is to use problem-based learning. With problem-based learning, students are more likely to be able to form their own understanding in responding to any existing problems.<sup>31</sup>

Non-academic development is related to the development of religiosity, character, talents, interests, soft skills, and discipline. Guidance for Students is directed at preparing cadres to continue the nation's struggle and development by providing skills, leadership, physical and spiritual health, creativity, idealism, motivation, vision for the future, sensitivity to the

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<sup>30</sup> The Wallace Foundation, "The School Principal as a Leader: Guiding Schools – Wallace Foundation," *The Wallace Foundation* 11, no. January (2013): 41–56.

<sup>31</sup> Sufirmansyah Sufirmansyah and Laundria Nanda Prameswati, "Implementasi Problem Based Learning dalam Mengoptimalkan Pembelajaran di Sekolah Luar Biasa Putera Asih Kediri," *AL-MURABBI: Jurnal Studi Kependidikan dan Keislaman* 7, no. 1 (June 16, 2020): 90–103.

environment, personality and noble character.<sup>32</sup> Therefore, coaching students needs to receive serious handling.<sup>33</sup>

There are three student development centers, namely schools, mosques, and student dormitories. School as a center for learning activities, guidance, and academic activities which take place from 07.00-15.15. School activities are optimized to obtain achievements and competency achievements in the curriculum.<sup>34</sup> The mosque is a center for fostering religious life through understanding Islamic science, planting religious values, and habituating religious behavior and worship.<sup>35</sup> Dormitories as centers of academic enrichment through independent study, group study, learning assistance by the dormitory guardians, as well as discipline and religious attitudes. The target of guidance in mosques and dormitories is “the creation of religious life in the madrasa environment which is shown by being sincere, independent, simple, ukhuwah, and free to be creative.”<sup>36</sup>

However, the dormitory is a reflection of the pesantren. The existence of pesantren can be said to reflect a holistic Islamic education in shaping a generation with Muslim characteristics.<sup>37</sup> This is what MAN Insan Cendekia also strives for in developing their students.

The success of student disciplinary coaching is inseparable from the involvement of all school components, namely the principal, teachers and parents, this is in line as stated by White that there are two important dimensions of school discipline, namely (1) the approval of the principal and

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<sup>32</sup> Syamsul Huda et al., “The Management of Educational System Using Three Law Auguste Comte : A Case of Islamic Schools,” *Management Science Letters* 10, no. 3 (2020), <https://doi.org/10.5267/j.msl.2019.9.018>.

<sup>33</sup> Harits Setyawan, “Blended Method: Online-Offline Teaching And Learning, On Students’ Reading Achievement,” *English Education: Jurnal Tadris Bahasa Inggris* 12, no. 1 (2019): 22–33, <https://doi.org/10.24042/ee-jtbi.v12i1.4432>.

<sup>34</sup> Issa Farah Abdikadir, “School Management: Characteristics of Effective Principal,” *International Journal of Advancemnet in Research & Technology* 2, no. 10 (2013): 168–73, <https://doi.org/10.1037/pac0000198>.

<sup>35</sup> Fitria Lestari et al., “Cooperative Learning Application with the Method of Network Tree Concept Map : Based on Japanese Learning System Approach,” *Journal for the Education of Gifted Young Scientists* 7, no. 1 (2019): 15–32, <https://doi.org/10.17478/jegys.471466>.

<sup>36</sup> S. Syahrir et al., “Calculus Module for Derivative Application Materials with an Islamic Contextual Teaching and Learning Approach,” *Journal of Physics: Conference Series* 1155, no. 1 (2019), <https://doi.org/10.1088/1742-6596/1155/1/012079>.

<sup>37</sup> Sufirmansyah Sufirmansyah and Lailatul Badriyah, “Telaah Kritis Eksistensi Pesantren Sebagai Refleksi Pendidikan Islam Holistik Dalam Membentuk Generasi Muslim Berkarakter,” *JoIEM (Journal of Islamic Education Management)* 1, no. 1 (May 3, 2020), <https://doi.org/10.30762/joiem.v1i1.1998>.

teachers on disciplinary policies schools and (2) support provided to teachers in enforcing school discipline.<sup>38</sup>

Based on the research findings, this very high level of discipline is due to the fact that the coaching is carried out early on and continuously.<sup>39</sup> As stated earlier, this success was achieved thanks to the support of all parties, especially teachers who play an active role in providing guidance.<sup>40</sup>

Non-academic (extracurricular) coaching, namely activities that are carried out outside the existing provisions in the curriculum, these activities are formed based on the talents and interests of students. According to Soetopo, extracurricular activities are activities organized to meet the demands of mastery of study materials and lessons with time allocations that are regulated separately based on their needs.<sup>41</sup>

Extracurricular coaching is directed at life skills, which include individual skills, social skills, vocational skills, intellectual skills and youth development.<sup>42</sup> This is in line with what was stated by Sutisna that extracurricular activities for students are expected to produce individual, social, civic and ethical results.<sup>43</sup> This is in line with what was stated by Taufiq that with the boarding school model, institutionally it could create students' internalization of discipline towards religious values on children's souls, to stem the negative impact of globalization, to improve children's memorizing competence in the Qur'an.

### **Student Evaluation at MAN Insan Cendekia**

Based on the research that has been done, the writer finds some uniqueness in terms of evaluating students at MAN Insan Cendekia Serpong. There is an obligation for class XII to make scientific papers and it will be presented in front of the teacher council as a condition of graduation. This assignment is given as a process of training and habituation to carry out

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<sup>38</sup> R. Maskur, M. Syazali, and L. F. Utami, "Islamic-Nuanced Calculus Module with Open-Ended Approach in Real Number System Material," *Journal of Physics: Conference Series* 1155, no. 1 (2019), <https://doi.org/10.1088/1742-6596/1155/1/012081>.

<sup>39</sup> Qurratulain Nasir, "Research Study on Impact of Effective Management on Growth of Small Firms: A Study of South Punjab (Pakistan)," *Journal of Accounting & Marketing* 04, no. 03 (2015), <https://doi.org/10.4172/2168-9601.1000139>.

<sup>40</sup> Rajindra Rajindra et al., "Diversity, Resilience, and Tragedy: Three Disasters in Palu of Indonesia," *International Journal of Innovation, Creativity and Change* 5, no. 2 (2019): 1592-1607.

<sup>41</sup> Huda et al., "The Management of Educational System Using Three Law Auguste Comte: A Case of Islamic Schools."

<sup>42</sup> Rahma Diani et al., "The Effectiveness of SSCS Learning Model: Its Impact on the Students' Creative Problem-Solving Ability on the Concept of Substance Pressure," *Jurnal Penelitian Fisika Dan Aplikasinya (JPFA)* 9, no. 1 (2019), <http://dx.doi.org/10.26740/jpfa.v9n1.p%25p>.

<sup>43</sup> Kumiko Aoki, "The Use of ICT and E-Learning in Higher Education in Japan," *World Academy of Science, Engineering and Technology* 66, no. 6 (2010): 868-72.

research activities. Schools also provide intensive guidance in facing national exams by doing try out every 2 weeks after the guidance is carried out then another try out is carried out and this is done until before the national exam. guidance to face higher education admission selection was also carried out afterwards.

The graduation rate at this school since completing the first time until now has always been 100% passed, even for the 2011-2012 school year they scored above 80 (grade A) for all subjects and there were 17 students who got perfect scores, namely 10 for several subjects and there were 2 students who scored 10 for the two subjects tested nationally. e. This very satisfying achievement can be achieved thanks to the cooperation of all school components, hard work, sincerity and sincerity in carrying out daily tasks. f. The expected target of this school is not only to graduate students 100% with perfect scores but students must be able to continue to tertiary institutions both at home and abroad.

Student evaluation cannot be separated from the adequacy of the readiness of the institution. The readiness of Islamic education institutions in facing the digital era is an important factor in achieving academic and non-academic success. If the educational institution is technically and non-technically ready, then student evaluation will be easier to implement.<sup>44</sup>

The evaluation of students at MAN Insan Cendekia is implemented in a transparent, accountable, continuous, and comprehensive manner with high standards. In summary, the evaluations carried out are daily tests, midterm exams, final semester exams, and national exams. However, evaluation focuses more on the process, assuming that if the process is good, then the results will also be of high quality.

The evaluation conducted at MAN Insan Cendekia Serpong includes process evaluation and result evaluation. The purpose of evaluations carried out in schools aims to determine the progress of participating in educational activities for a certain period of time (Hartinah et al., 2020), to determine the level of efficiency and effectiveness of learning during a certain period of time, to obtain input for improving the learning progress of students as well as the efficiency and effectiveness of learning.<sup>45</sup> Assessment of learning outcomes aims to assess the achievement of national graduate competencies in certain subjects in the science and technology subject group and is carried out in the form of process and outcome evaluation.

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<sup>44</sup> Iskandar Tsani, Rofik Efendi, and Sufirmansyah Sufirmansyah, "Evaluasi kesiapan lembaga pendidikan tinggi Islam dalam menghadapi era digital," *Ta'dibuna: Jurnal Pendidikan Islam* 9, no. 1 (April 4, 2020): 019–033, <https://doi.org/10.32832/tadibuna.v9i1.2604>.

<sup>45</sup> Lestari et al., "Cooperative Learning Application with the Method of Network Tree Concept Map : Based on Japanese Learning System Approach."

In Law No. 20 of 2003 concerning the National Education System, further translated into Government Regulation No. 19 of 2005 concerning National Education Standards<sup>46</sup>, it is emphasized in article 63 paragraph 1 that assessment of primary and secondary education consists of (a) assessment of learning outcomes by educators, (b) assessment of learning outcomes by educational units and (c) assessment of learning outcomes by the government.

Article 68 of Government Regulation No. 19 Year 2005 also explains that the results of the national exam are one of the considerations for (1) mapping the quality of the program and / or educational unit, (2) the basis for selection to enter the next education level, (3) determining the student's graduation from the program. and / or educational units, as well as (4) fostering and providing assistance to educational units in their efforts to improve the quality of education.<sup>47</sup>

Thanks to the hard efforts of students and the support and prayers from all parties, the graduation rate reached 100% even in one school it scored above 80 for all subjects and there were 17 students who got the perfect score (10) for several subjects. These achievements can also be achieved thanks to the cooperation, sincerity and sincerity of all school components.

## Conclusion

Students planning at MAN Insan Cendekia Serpong includes the determination of new student admission policies, the admission system, acceptance criteria, admission procedures and new student admission problems. There are two kinds of systems for admitting new students, first by using a promotion system, while the second by using a selection system. Selection is carried out in a transparent and accountable manner by involving independent parties from outside. The selection stages include administrative, scholastic talent, academic, and medical examination selection.

The development of students at MAN Insan Cendekia Serpong is directed at academic and non-academic coaching. There are three central training for students at MAN Insan Cendekia Serpong, namely School, Mosque, and Dormitory. These three development centers have one vision, synergize to support and strengthen one another so that coaching runs holistically and sustainably. To instill noble morals, main personality, and the formation of high Islamic awareness among students, coaching is carried out

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<sup>46</sup> Bayram Yilmaz and Hasan Said Tortop, "Values Education and Gifted," *Journal of Gifted Education and Creativity* 5, no. 1 (2018): 10-27.

<sup>47</sup> Lubna, "Akurasi Dan Akuntabilitas Penilaian Kinerja Guru Pendidikan Agama Islam," *Ulumuna* 18, no. 1 (2014): 221-42.

through the stages of coercion, habituation, awareness, and exemplary. The development of students there includes disciplinary, academic and non-academic aspects.

The evaluation carried out at MAN Insan Cendekia Serpong includes evaluation of the process and evaluation of results. The purpose of evaluations carried out in schools aims to determine the progress of participating in educational activities for a certain period of time, to determine the level of efficiency and effectiveness of learning during a certain period of time, to obtain input for improving the learning progress of students as well as the efficiency and effectiveness of learning. The evaluation of students at MAN Insan Cendekia is implemented in a transparent, accountable, continuous, and comprehensive manner with high standards. In summary, the evaluations carried out are daily tests, midterm exams, final semester exams, and national exams. However, evaluation focuses more on the process, assuming that if the process is good, then the results will also be of high quality.

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