# The Influence of Student Management on Students' Learning Achievement at State 1 Junior High School Tondano, Minahasa District

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## ABSTRACT

This study is motivated by studies introduction which shows para educator / Teacher in SMP Negeri 1 Tondano was not involved in the selection. However, they are still educators/teachers this is involved in management in field studentship, based on the results of interviews with the head school. So, researchers offer the involvement of students and teachers in educational management. This research aims to find out how student management is implemented at SMP Negeri 1 Tondano. This research method is quantitative research, meaning research that focuses on or produces numbers ( descriptive data) with a sample of 37 people. The results of this research show that the results of inferential statistical analysis regarding the influence of student management on student learning achievement at SMP Negeri 1 Tondano show that the results of a simple regression test show the influence of student management as seen from the results of the assessment of 37 respondents on student learning achievement which has T = - 1.211 with a significance value of 0.234 > 0.05, which means that H 0 is accepted and H 1 is rejected or there is no influence of student management on student learning achievement at SMP Negeri 1 Tondano.

**Keywords:** Junior High School, Management Student Affairs, Performance Study

## INTRODUCTION

To achieve educational goals, one of the efforts is through student management. Student management is an arrangement or arrangement of all activities related to students, starting from the entry of students to the exit of students from an institution (Soetopo & Soearto, 1982: 98). Management is an integral component and cannot be separated from the overall educational process. The reason is that without management educational goals can't be realized optimally, effectively, and efficiently, in this context there is growing awareness of the importance of School-Based Management (SBM) (Mulyasa, 2003). Meanwhile, Mulyono (2008), in administrative management and educational organizations, stated that student management is the entire process of activities that are planned and carried out deliberately as well as continuous guidance for all students (in the educational institution concerned) so that they can follow the PBM process smoothly. effective and efficient. Student management also means the entire process of activities that are planned and carried out deliberately as well as continuous development towards all learners so that can follow the process Study teach effectively and efficiently, starting from the acceptance of students until the exit of students from a school (Gunawan, 1996). It is known that organizational skills must be possessed by every student. For this reason, students need to be equipped with organizational skills, because the task of students at school is not only learning, apart from that, students are also required to apply their knowledge in the community to teach and guide the community (Yappi, 2008).

Management aims to carry out a group of administrative activities so that they run according to patterns and plans made together (Burhanuddin, 1994: 15). Management will not be successful if it is only the principal who carries it out without the support of the school apparatus under him. The deputy principal is part of the financial administration curriculum, infrastructure, as well as student affairs and community relations (Sagala, 2007). In management student affairs, the principal has a role Which significant And very basic starting from accepting new students, coaching students, or self-development up to the student graduation process. Because student management is one of the substances of educational management. Student management occupies a strategic and central position in educational services, both within the school institutional setting and outside the school institutional setting (Minarti, 2011: 155; Rahman, 2021).

In student development, programs and activities directly involve students as the target. The final target of student development is optimal student development following the students' personal characteristics, developmental tasks, needs, talents, interests, and creativity. Meanwhile, on the one hand, achievement is the result that has been achieved from what is done (Preparation Team, 1997: 787). So, learning achievement is a result achieved by students during the teaching and learning process within a certain period. In general, learning achievement in school takes the form of giving grades from teachers to students as an indication of the extent to which students have mastered the subject matter that has been presented. The result of learning activities is a change in an individual, otherwise if no change occurs within the individual, learning is said to be no success. Learning achievement is the result obtained in the form of impressions that result in changes in the individual as a result of learning activities (Djamarah, 2002). Learning achievement is a reflection of the mastery of students' abilities as determined for a particular lesson because every effort made in learning activities by both teachers as teachers and students as learners aims to achieve the highest possible achievement.

Based on initial observations, which directly communicated with the deputy principal for student affairs, the implementation of student management at SMP Negeri 1 Tondano had been carried out as it should be following the basic principles of student management such as Planning that was running well in accepting new students, educators/teachers at SMP Negeri 1 Tondano are not involved in the selection. However, these educators/teachers are still involved in management in the field of student affairs. Furthermore, from the aspect of developing students in extracurricular activities such as OSN (Science Olympiad), O2SN (National Student Sports Olympiad) Scouting, and PMR. All activities at school are ultimately aimed at helping students develop themselves. This effort will be perfect if the students themselves actively try to develop themselves following the programs carried out by the school. Therefore, it is very important to create and understand conditions and situations so that students can develop themselves perfectly. This means that quality student management is needed for the school. So that students can grow and develop according to the student's physical, intellectual, social, emotional, and psychological potential. All developments will reflect the quality of the students themselves in the educational process at school.

Relevant research on student management and learning achievement has been studied from various points of view. These include discussing aspects of student management and learning discipline (Firmanto, 2017), student management and visionary leadership (Fauzan, 2016), basic concepts of student management (Ariska, 2015; Santriati, 2019; Aliyyah, et.al., 2019), and the relationship between student management and students' learning outcomes and non-academic achievements (Amin, et.al., 2018; Putri, et.al., 2021; Suprapto, 2017). Looking at the literature review, it is understood that the various relevant studies above still leave "empty" space in efforts to examine the influence of student management on student learning achievement. educate. With thereby, the researcher endeavors to deepen the study, which is summarized in the research title, "The Influence of Student Management on Student Learning Achievement at SMP Negeri 1 Tondano."

## METHODS

This research was carried out at SMP Negeri 1 Tondano. Types of research This is quantitative research. The author took samples from all 37 students at SMP Negeri 1 Tondano. Next, the author uses data collection methods through questionnaires and documentation notes. The research instrument will also be tested using two techniques, namely descriptive analysis techniques and inferential analysis techniques (Assingkily, 2021). To facilitate the analysis of data, then the results of this research were processed using the SPSS program (Statistical Packages for the Social Sciences). Next, data processing will be carried out to analyze the maximum value, minimum value, standard deviation, and average student value. Then, the calculated T and T table aspects are assessed to see the significance of the influence (high or low) in the Hypothesis (H0 & H1) which was stated previously.

## RESULTS AND DISCUSSION

### Results or Performance Study Participant Educate Tondano 1 Public Middle School

As for data regarding the learning achievements of 37 students at SMP Negeri 1 Tondano, it is known that the summary of all subject grades given is shown in Table 1.

**Table 1.** Score Performance Study Participant Educate in Tondano 1 Public Middle School

| No | Respondent | Score |
|----|------------|-------|
| 1 | great Sinaga | 82 |
| 2 | Ahmad Romadhon | 86 |
| 3 | Amrizal | 79 |
| 4 | Andria Saputra | 79 |
| 5 | Azka Paradise | 79 |
| 6 | Bambang Institution | 82 |
| 7 | Star Difri Al- Husni | 80 |
| 8 | Dio Wicaksono | 79 |
| 9 | Farisan Wafi Al- farih | 82 |
| 10 | Fikri Ramadan Al Hafit | 81 |
| 11 | Huda Arjuna | 78 |
| 12 | Priest Herdiansyah. S | 80 |
| 13 | Irgi Septian | 79 |
| 14 | Irman Sinaga | 82 |
| 15 | Irpan Azmi Judge | 80 |
| 16 | Lahmuddin | 78 |
| 17 | Mohammed Al Hafidh | 85 |
| 18 | Mohammed Kurniawan | 85 |
| 19 | Mohammed Sultan | 78 |
| 20 | Nasrudin Fadli | 79 |
| 21 | Arita Sanjaya | 80 |
| 22 | Beautiful Nabila | 79 |
| 23 | Dhiny Aira | 77 |
| 24 | Farida Fasya | 78 |
| 25 | Hafiza | 80 |
| 26 | Iis Dahlia | 78 |
| 27 | Sustainable Amanda | 78 |
| 28 | Nadia Afifah | 79 |
| 29 | Nurida Meisandy | 78 |
| 30 | Pitri Rahmadani | 77 |
| 31 | Raudatun Fatika Sari | 77 |
| 32 | Riska Haqika Situmorang | 80 |
| 33 | Interrupt | 78 |
| 34 | Tria Andini | 79 |
| 35 | Vienna Rizkana | 78 |
| 36 | Zahratul Husna | 80 |
| 37 | Zuwaidah Fikrani | 80 |

Furthermore, table 2 shows the results of the analysis of descriptions or descriptions of data regarding student learning achievements at SMP Negeri 1 Tondano with the help of the Statistical Packages for Social Science (SPSS) version 20 program.

**Table 2.** Performance Study Learners in Tondano 1 Public Middle School Descriptive Statistics

|  | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| PB | 37 | 77 | 86 | 79.70 | 2,184 |
| Valid N (listwise) | 37 |  |  |  |  |

The output in Table 2, with SPSS Version 20 analysis, can be seen from the descriptive statistics of student learning achievement at SMP Negeri 1 Tondano. It can be concluded that student learning achievement was obtained using a scale consisting of 37 items with a maximum value of 86 and a Minimum of 77. Meanwhile, the average value obtained was 79.70 and the standard deviation was 2.184.

Next, the output above is given a categorization to see the level of student learning achievement. Researchers carried out categorization where the categorization of learning achievement was divided into two categories, namely low and high categories. So based on the data in Table 3 a categorization table can be obtained as follows:

**Table 3.** Distribution Categorization Performance Study in Tondano 1 Public Middle School

| No. | Intervals | | Percentage Frequency | Information |
|---|---|---|---|---|
| 1 | 77 – 82 | 34 | 91.89% | Low |
| 2 | 83 – 88 | 3 | 8.1% | Tall |
|  | Total | 37 | 100% |  |

Table 3, shows the results of frequency distribution calculations, it is known that 37 respondents (91.89%) chose learning achievement in the medium category. And there were 3 respondents (8.1%) who chose learning achievement in the high category. Meanwhile, if you look at the average value of 79.70 obtained, if put in two categories, is at intervals 77 - 82 in the low category so it can be concluded that student management is in a low category.

Responding to the low level of student management and its influence on student learning achievement, Sugini (2011) explained that student management should be carried out by competent teachers in their fields, one indicator of which can be seen from the teacher's academic qualifications. Furthermore, Aisah (2015) explained that student management is often not directly proportional to the level of student satisfaction with academic services and school administration services. For this reason, efforts are needed to improve the learning culture and conducive organizational climate in schools or madrasas to improve learning achievement and an effective student affairs program governance system (Putri, 2020; Nur, 2021; Nisak, 2019; Jannah, et.al., 2019).

Based on the description above, it is understood that the management of student programs at madrasas or schools is urgent. This is because recognition of the quality of educational institutions cannot be separated from the quality of graduates, namely students as potential alumni of the institution. Therefore, student management should be improved by the school. The main goal is to

106

provide maximum (optimal) academic and administrative services for children's growth and development.

**Management Influence Education To Performance Study Learners in Tondano 1 Public Middle School**

Based on inferential statistical data analysis techniques which were carried out to determine the extent of the influence of educational management on student learning achievement at SMP Negeri 1 Tondano. Found the calculated T value $=-1.211$ with a significance value $0.234 > 0.05$ H0 is accepted And H1 is rejected, the condition is that if T calculated is smaller than Ttable, then H0 is accepted and H1 is rejected and vice versa if T calculated is greater than Ttable, then H 0 is rejected and H 1 is accepted. That means there is no influence real (significant) relationship between educational management and student learning achievement at SMP Negeri 1 Tondano.

The results of this research follow the opinion of Rohana (2015), who said that student management also means the entire process of activities that are planned and carried out deliberately as well as continuous guidance for students so that they can participate in the learning process effectively and efficiently. through from reception participant educate until to out participant educate from something school. The effectiveness of student management can be seen from its objectives and functions, First, student management has the general objective of organizing various activities in the student affairs sector so that learning activities in schools can run smoothly, in an orderly, orderly manner, and achieve school educational goals. Second, student management functions as a vehicle for students to develop themselves as optimally as possible, both concerning aspects of their individuality, social aspects, aspirations, needs, and other potential aspects of students.

However, student management has not been able to improve student learning achievement. The learning achievements of students at SMP Negeri 1 Tondano can increase if the current student management is updated, both in selection, coaching and even when students leave (graduate) so that the processes experienced by students can become something that will increase student learning achievement. According to Paudi, et.al. (2015), student management is aimed at developing and strengthening human resources in madrasas (schools). In line with this, Arnal, et.al. (2020) explain that student management can help improve organizational quality. The excellence that must be maintained in student management in madrasas is the Islamic character values inherent in students' personalities (Cahyani, 2020; Karimah, 2021; Febriyani, 2020).

Looking at the description, it is understood that student management affects participants' learning achievements students at SMP Negeri 1 Tondano have not shown any significant influence (results). Therefore, careful planning is needed in proposing student affairs activity programs to increase students' interest and develop their talents. The main goal is to produce superior human resources (HR), both academic and non-academic, in a systematic (managed) and effective manner.

## CONCLUSION

Based on the explanation above, it can be concluded that the results of the inferential statistical analysis regarding the influence of student management on the learning achievement of students at SMP Negeri 1 Tondano show that the results of a simple regression test show the influence of student management as seen from the results of the assessment of 37 respondents on the learning achievement of students

107

who have T Calculation = -1.211 with a significance value of 0.234 > 0.05, which means that H 0 is accepted and H 1 is rejected or there is no influence of student management on student learning achievement at SMP Negeri 1 Tondano.

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