



Student Management Shapes Character Development in Elementary Education

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Abstract. General Background: Character education is a central objective of formal education aimed at developing students' moral values, discipline, and social behavior through structured school systems. Specific Background: Student management serves as an organized approach to regulate and guide student activities from admission to graduation, integrating academic and non-academic programs to foster character values. Knowledge Gap: Despite its recognized importance, the practical implementation of student management in shaping student character within inclusive elementary school settings remains insufficiently described. Aims: This study aims to analyze the implementation of student management in shaping student character and examine its outcomes at SD Muhammadiyah 1 Taman Sidoarjo. Results: The findings indicate that student management is implemented through three main stages: planning based on environmental analysis and student abilities, development through academic and non-academic activities alongside habitual practices, and evaluation via regular meetings and follow-up guidance. These processes contribute to the formation of key character values, including religiousness, integrity, nationalism, cooperation, independence, and discipline, while also supporting academic achievement and positive school culture. Novelty: This study provides an integrated depiction of student management practices combining structured programs and daily habit formation within an inclusive educational context. Implications: The findings highlight the importance of systematic student management as a strategic framework for character formation, offering practical insights for educational institutions to strengthen character education through coordinated planning, implementation, and evaluation.

Keywords: Student Management, Character Education, Elementary School

1 Introduction

Education is an effort to shape students, which includes the development of their inner strength and character, intellectual abilities (intelligence), and overall physical development. To achieve perfection in life, such as the life and livelihood of our students in accordance with their world, with the intention of there being no separation between one and the other in terms of student welfare, which can be improved through education[1]. Religious character, integrity, independence, nationalism, and mutual cooperation are essential character values as provisions for the nation's future generations to face changes in the coming era[2].

Ki Hadjar Dewantara's education implements character education known as Ing Ngarsa Sung Tuladha. This concept means exemplary behavior, guidance, and

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mentoring. Ing Madya Mangun Karsa, on the other hand, refers to students who are encouraged to develop their own ideas creatively and contribute to the field of education. Finally, Tut Wuri Handayani means maintaining educational goals and providing psychological support to students to achieve those goals. This includes values such as supervising, protecting, caring for, maintaining, providing assessment and evaluation for improvement, while allowing students to reason and develop their own character [3].

Efforts that can be made to shape students' character include student management, which is well-organized management that focuses on students to develop and nurture the desired character[4]. Student management refers to activities that deal with various issues related to students' daily activities, starting from the moment they enter school, through their educational development, until graduation, and not limited to data recording[5]. The purpose of student management is to efficiently regulate students from planning, through guidance and education, until they graduate after meeting certain requirements and processes within the appropriate time frame. The study of student management includes: "(1) student planning, (2) student guidance, (3) student evaluation, and (4) student transfer"[6]. Because character culture will not be significant in schools without rules or guidelines, student management plays a very important and proactive role in developing and improving the quality of student character[7].

Character education is an indication of the seriousness of formal educational institutions in carrying out their mission. Of course, this demand is not motivated by personal interests, but rather by the increasing number of social problems, such as the negative impact of technology, the decline of culture and language in the surrounding environment, drug abuse, promiscuity, juvenile delinquency, and so on. These symptoms, which are getting worse every year, especially among children and teenagers, show that moral decline is hitting Indonesia's young generation. Problems that often occur in education are frequent fights between students and a lot of bullying, both by teachers and fellow students. This can be proven by the case of fighting that occurred on August 6, 2018, between elementary and junior high school students. They threw stones at each other, and the authorities have secured those involved in the fighting. Another example is the case of bullying at SDN Pakunden Elementary School. On January 29, 2018, a fifth-grade student was the victim of abuse by seven of his friends. The victim is suspected of having a brain infection and pain in his genitals. The cases of brawling and student abuse show that character education policies have not been properly implemented. Instilling and fostering these moral principles in students is the responsibility of character education in schools. In an effort to develop student character, character education focuses on values such as ethics, manners, honesty, compassion, responsibility, justice, and so on[8].

Positive character traits must be strongly instilled from elementary school onwards in order to have a significant impact on students' character development. To implement this, schools must work together, especially student management. Students' personalities will have a negative impact on their environment if character values are not properly applied. Five principles—religion, integrity, independence, nationalism, and cooperation—are used by student management[9]. Student management has a significant impact on shaping students' character, not only limited to student admission[10]. The influence of student management in shaping students' character has a positive impact with various methods or strategies in its application [11].

Learning strategies are not the only factor that influences how students develop their character in the classroom, but are also greatly influenced by the strength of existing management. There are several important steps that need to be taken to integrate character values into various aspects of management and activities at school. First, character values must be applied in all school management activities. Second, the integration of character values also needs to be carried out in all school performance activities as a whole. Third, character values must be integrated into every aspect of personnel performance. Fourth, it is important to embed character values in all educational services provided. Finally, the integration of character values must also be reflected in all learning activities[12]. In essence, developing students' moral potential to become kind-hearted individuals is the goal of character education, in line with universal values, independence, open-mindedness, leadership, tolerance, integrity, and responsibility[13].

In the realm of formal education, as is the case at SD Muhammadiyah 1 Taman Sidoarjo, student management has been established as part of a systematic effort to build student character. The existence of student management at this school is a means of developing students' skills, enriching their lives, and shaping the character and civilization of the nation based on religious values, integrity, independence, nationalism, and mutual cooperation[14]. It should be noted that SD Muhammadiyah 1 Taman, better known as SD Mumtaz, is an inclusive school. An inclusive school is an educational institution that provides education for all students in the same school without discrimination, in a friendly and humane manner, to optimize the development of all students' potential so that they become useful and dignified individuals. Inclusive education is an approach related to development that aims to meet the learning needs of all children without distinction or separation. From the above definitions of inclusive education, it can be concluded that inclusive education is the provision of educational services that combines children with special needs and normal children in one place or one school so that, with their diverse abilities and backgrounds, they can learn together and successfully achieve their respective educational goals[15].

Muhammadiyah 1 Taman Sidoarjo Elementary School has a student management system that applies and integrates various character traits into every learning and teaching activity for both regular and special students, including: religious, independent, cooperative, nationalistic, and integrity as a means of strengthening competence and self-development. It is hoped that this will set an example for the wider community that this school is capable of producing the generation mentioned in the curriculum. By strengthening character education in elementary school students, it is hoped that negative impacts can be minimized as early as possible and that they will become the next generation of the Muhammadiyah association. With the above explanation, this study aims to analyze the implementation of student management in shaping student character and its impact on character building.

2 Method

This study is a qualitative research, which will produce data descriptions in the form of written words, spoken words from people, and observed behavior. Qualitative research only describes or depicts the conditions of the research object, rather than testing hypotheses. This study uses *field research*. The approach used in this study is a phenomenological approach with primary and secondary data analysis. The purpose of

the phenomenological technique is to reveal the subject's deep understanding of their experiences of an event. The researcher intends to reveal social phenomena among students to determine the extent of the role of student management in character building[16].

The data collection techniques applied were observation, interviews, and documentation. The research instruments used include primary instruments and secondary instruments in the form of observation, interviews, and documents. Research instruments are tools used to measure social phenomena. Data triangulation is used to test the validity of the data, and all data collected for this study will be analyzed using data *reduction*, data *display*, and *verification* (drawing conclusions) techniques[17]. The research location was at SD Muhammadiyah 1 on Jalan Raya Raya Bebekan No.269, Bebekan, Kec. Taman, Kabupaten Sidoarjo, Jawa Timur 61257. This school is based on Islamic values with a special management system that seeks to connect and shape students' characters with Islamic values and nationalism.

3 Results and Discussion

3.1 Analysis of Student Affairs Management Implementation in Shaping Student Character

Educational institutions aim to shape the character of their students through the implementation of student management. The researcher conducted interviews with student affairs officers at SD Muhammadiyah 1 Taman Sidoarjo to collect data for this study.

Implementation cannot be separated from planning to evaluation. The following is the implementation of student management at SD Muhammadiyah 1 Taman Sidoarjo, namely:

Planning of Student Management in shaping student character at SD Muhammadiyah 1 Taman Sidoarjo. Planning is an initial activity carried out by the school in determining or creating an activity or program to be implemented in the future. In this case, it is a plan made by students in accordance with the program planned by the institution, both academic and non-academic, which has been adjusted to the vision and mission of the school. Based on interviews with student affairs officers at SD Muhammadiyah 1 Taman Sidoarjo, *"Student affairs management planning in shaping and improving the character values of students at SD Muhammadiyah 1 Taman Sidoarjo is, first, to analyze the condition of the students, because each student has different abilities, talents, interests, and characters. After that, we will plan academic and non-academic programs."*

However, in achieving a goal, it is necessary to have actors involved. This is in line with the interview results, which also stated that it is a common understanding that in order to achieve success in education and character building, it takes the entire school community, including: school leaders and their staff, teachers, homeroom teachers, janitors, security guards, canteen vendors, and especially the main target, which is the students. Planning for the development and improvement of student character values has been carried out from the beginning and has been carefully prepared based on the experiences of students at the madrasah. The deputy principal for curriculum and

student affairs is tasked with improving character values, especially in academic and non-academic fields, from previously prepared programs and building a madrasah culture, which includes customs such as greeting and kissing the teacher's hand before entering the madrasah gate.

Character building has been planned from the outset, as has the learning process for students at the madrasah. This is because the school always has a curriculum that is used in the implementation of learning programs to serve as a guideline for creating both academic and non-academic programs. Planning in student management is carried out to shape student character, namely religious, integrity, mutual cooperation, independence, and nationalism. This is similar to the author's interview with the Deputy Head of Student Affairs and Curriculum regarding student character building, which states that

Okay, in terms of nationalism, in practice this means: The school holds a ceremony every Monday with the aim of raising awareness of love for the country and a sense of unity and national integrity. Next is religious character, which includes: the habit of worship, which includes congregational dhuha, zuhr, and asr prayers, *one month one hadith*, *Bustan Al Qurro' Wal Huffadz*, infaq, praying during daily activities, and behaving politely and respectfully towards all school members. This is followed by integrity, which includes honesty in class duty, honesty in completing assignments, and the courage to express opinions, the implementation of applicable rules ranging from uniforms to cleanliness, the contribution of each individual to group projects, and the formation of a *fastabiqul khairat* team as education for honest leaders. This is followed by the character of mutual cooperation, which includes congregational prayer, *Hizbul Wathan*, class duty, closed doors during times of misfortune, and student projects in learning. Finally, there is the character of independence, which is demonstrated by showcasing student work such as traditional dances, organic waste management, and creating works through project activities.

Based on the results of the interview, firstly, conducting an analysis of the abilities, talents, and interests of students in determining a program to be planned, both academic and non-academic. Secondly, planning a program that can support the character building of students through academic and non-academic activities. Student management must be implemented to foster cooperation, support, and character among all school members, including teachers, principals, and students. To achieve this goal, the program must be managed or organized by all parties involved in the school. This is because, fundamentally, management is an effort to manage and organize all resources to achieve goals optimally. The purpose of student management in a school environment is to serve as a form of direction or target to be achieved with the establishment of an educational institution. The establishment of an educational institution has a national objective as stated in Law No. 20 of 2003 concerning the National Education System, which states that the objective of education is to create individuals who have abilities and are useful, to shape human character to be dignified, and to serve as a method for the government to educate citizens and produce people who believe in one God, the Almighty [18].

Management can be understood as a structured process of activities, with the aim of planning, organizing, implementing, and supervising. The purpose of all this is to achieve goals. Every activity fundamentally has a goal to be achieved, along with organizational goals, which emphasize dedication to achieving these goals through various management procedures. The term "management," which means "to organize," is the root of the word. It is structured according to managerial functions and follows a

process. We can conclude from the several perspectives presented above that management is the process of planning, coordinating, and directing operations to ensure that the desired goals are achieved successfully and economically[19] .

Students are an important element in the educational process at school, because their presence makes educational and learning activities at school run effectively. The existence of students is central to the process of transferring knowledge, skills, and character building. Character development is influenced by various elements, such as genetics, environment, a person's level of freedom, and divine guidance. There are four phases in character development. The first phase occurs in childhood, known as the early development stage. The second phase takes place in adolescence, referred to as the development stage. The third phase emerges when a person enters adulthood, called the consolidation stage. The fourth phase occurs in old age, known as the wisdom stage. Thus, character is not merely information that can be conveyed. A person who has certain knowledge will certainly exhibit positive behavior, and this character formation occurs through a specific process in individuals. Schools have a responsibility to implement character education for students[20] .

Overall, character building is a crucial element in the educational process at school. Through character building, students can develop into ethical individuals with a positive image who are able to avoid negative behaviors such as bullying, violence, and cheating. Religious character includes values such as reverence for God, respect for differences, discipline, steadfastness in principles, self-confidence, friendship, and love for the environment. Honesty, leading by example, keeping commitments, and fairness are components of integrity. The characteristics of mutual collaboration include solidarity, cooperation, mutual assistance, volunteerism, and rejection of discrimination. Independent character includes courage, creativity, and teamwork. Nationalism character includes the values of sacrifice, good performance, love for the country, obedience to the law, following rules, and respect for ethnic, cultural, and religious diversity[21] .

Planning in the implementation of student management to shape the character of students at SD Muhammadiyah 1 Taman Sidoarjo is carried out by analyzing the environment and abilities of students at SD Muhammadiyah 1 Taman Sidoarjo. This analysis is carried out by the school to be used as consideration in determining academic and non-academic programs or activities. The school aims to build a culture of character by developing programs to shape student character as habitual behavior[23] . The programs or activities to be carried out by SD Muhammadiyah 1 Taman Sidoarjo are as follows:

Table 1. Programs at SD Muhammadiyah 1 Taman Sidoarjo

No.	Student Programs	Strategy	Output
1	Extracurricular (Talent)	Creating extracurricular activities that contain positive elements, for example in the fields of sports and arts	Responsibilities
2	Improving academic achievement	Developing tutoring programs, academic competitions, or learning activities outside the classroom	Competitive, Independent, and Responsible

Continued **Table 1.**

No.	Student Programs	Strategy	Output
3	Program before starting learning	Conducting a morning assembly before learning begins and kissing the teacher's hand	Polite, Well-mannered, and Disciplined
4	Religious: a. Prayer in congregation b. Bustan Al Qurro Wal Huffadz c. One Month One Hadith	<p>a. Providing religious education, socialization, prayer schedules, creating a positive atmosphere, and receiving support from teachers.</p> <p>b. Conducting awareness campaigns by teachers to students, doing so regularly and specifically, giving awards to memorizers, and collaborating with parents.</p> <p>c. Interactive methods, routine activities and memorization sessions, as well as rewarding those who memorize.</p>	Responsibility, Honesty, Tolerance, and Caring for Others
5	Integrity: a. Honesty in completing every task assigned by teachers b. Anti-Corruption Education c. Honesty Canteen	<p>a. Adopting a values-based curriculum and specialized learning, teachers set themselves as role models and utilize a positive school culture</p> <p>b. asking students to create anti-corruption projects, such as poster campaigns or short videos, to hone their creativity and understanding of anti-corruption values.</p> <p>c. Emphasizing that honesty is a value that must be upheld. Students must feel responsible for paying the correct price. Conducting periodic evaluations to observe the extent to which students adhere to the principle of honesty and giving awards or recognition to students who demonstrate honesty in using the canteen. This can be in the form of certificates, praise, or small gifts</p>	Honest, consistent, and possessing high ethics
6	Nationalism: a. Ceremony b. Living Values Education c. Character education	<p>a. Holding regular flag ceremonies to instill respect for national symbols. Teaching about the values and character of past heroes.</p> <p>b. Conducting projects that focus on specific values, such as honesty, tolerance, or cooperation, which</p>	Having a sense of love and pride for the homeland

Continued **Table 1.**

No.	Student Programs	Strategy	Output
d.		c. involve students in practical activities.	
		d. Design projects that focus on character values, such as honesty, responsibility, and cooperation, involving students in practical activities.	
7	Gotong Royong: a. Hizbul Wathan b. Community service c. Adiwiyata schobl program	a. Form groups focused on social, artistic, or athletic activities, where students can collaborate and support each other. Encourage students to participate in the planning process so that they feel a sense of responsibility and ownership for the program to be implemented. For example: participating in charitable efforts, community service, or humanitarian aid to help those in need. c. Encourage students to participate in environmental activities, such as cleanliness competitions, and others. These activities can make students more aware and responsible for the environment. Integrate environmental values into learning in various subjects. For example, teach about waste management in science lessons or history about environmental conservation.	Building solidarity among peers and a spirit of cooperation.
8	Independent: a. Presenting a project work b. Entrepreneurship Training c. Scout Camp	a. Using case studies or real-life situations to help students make decisions and consider the consequences. b. Implement P5 learning as a form of entrepreneurship for students, such as selling products by class during break time by actively approaching customers. c. Encourage all members to participate by dividing tasks. For example, some are responsible for cooking, some organize games, and so on.	Take initiative and be accountable for the choices and actions made.

Based on Table 1, it can be understood that the planned programs are interrelated in that they aim to develop students' character, both academically and non-academically. Character in academics is developed through programs to improve academic

achievement, while non-academic character is developed through extracurricular activities. In addition, good habits are also cultivated, such as respecting teachers and school members both inside and outside of school.

Student Development in Student Affairs Management to shape student character at SD Muhammadiyah 1 Taman Sidoarjo. Guidance is a form of implementing previously prepared plans. This is similar to the findings of interviews conducted by researchers with the Deputy Head of Student Affairs at SD Muhammadiyah 1 Taman Sidoarjo, who stated that:

The implementation of student management in shaping and improving the character values of students realizes or executes previously planned programs. For example, in academic programs such as the development and coaching program for elementary school students at Muhammadiyah 1 Taman Sidoarjo to participate in academic competitions. There are also non-academic programs, which are more like habits in everyday life, such as *life skills* that include thinking skills with examples of *problem solving*, *critical thinking*, and *decision making*. There are also personal skills, including self-confidence, such as conversations in three languages after congregational prayers, financial skills, such as numerical and financial literacy (), and self-development in daily life. The implementation of student management by the Deputy Head of Student Affairs involves several steps or actions, namely: First, developing character education programs by designing a character curriculum and routine activities. Second, encouraging the formation of student organizations and social activities. Third, the implementation of student management cannot be separated from school rules and the reward system.

Based on the interview conducted by the researcher with the student affairs officer at SD Muhammadiyah 1 Taman Sidoarjo, it was revealed that student affairs management to shape the character of students involves carrying out academic and non-academic activities. In addition to using academic and non-academic programs, the school also builds character through daily activities by instilling habits. This is similar to the findings of the interview conducted by the researcher with the vice principal of student affairs at SD Muhammadiyah 1 Taman Sidoarjo, who stated that:

"We provide daily literacy programs, such as numeracy literacy, financial literacy, life skills literacy, English day, ant scolding, three-language conversation after congregational prayer, smart clinics, etc."

Based on interviews conducted by researchers with members of the student affairs team at SD Muhammadiyah 1 Taman Sidoarjo, it was found that student development in student affairs management to shape student character is carried out through academic and non-academic programs as well as instilling good habits. There are several ways to apply character education techniques, such as through *role modeling*, teaching, acculturation and empowerment, reinforcement, and evaluation. *Role models* provide opportunities to demonstrate qualities that reflect desirable character traits and enable students to emulate them in their daily lives. In addition to formal and informal educational environments such as classrooms, character development can also occur through multitiered activities. Character values can be strengthened and developed by planning and fostering both micro and macro character values. [22]

Student development in student management in character building can be done by implementing both academic and non-academic programs. However, these programs

can be effective if there are habits that can shape students' characters more effectively. This is because students' daily habits have a positive impact on character building. The process of seeing, observing, copying, remembering, storing, and recognizing something is the first step for students in doing something, whether good or bad, in the form of behavior in accordance with the memories stored in their cognitive abilities[24].

Based on empirical evidence, student management has been proven to play a role in managing, planning, and even coaching all aspects of activities related to students, from their admission to their departure from school. Because students play a role as both subjects and objects in the process of transforming information and skills, the existence of student management, or student affairs, is very important in educational institutions.

The implementation of each planned program is as follows. First, extracurricular programs are carried out using time outside of school hours, or in other words, activities outside of school hours to hone students' talents more intensively so that their abilities are truly well developed. Second, academic achievement improvement programs are carried out by providing special lessons on certain subjects so that students will study the material more intensively. Third, the program before learning time is carried out by all teachers and students at SD Muhammadiyah 1 Taman Sidoarjo, where during the assembly, teachers or the principal will give directions or messages to students, ending with all students shaking hands with all teachers.

Evaluation of Student Management in Shaping Student Character at SD Muhammadiyah 1 Taman Sidoarjo. Evaluation is the final stage in implementation, which assesses the success or failure of academic and non-academic programs. The evaluation conducted by SD Muhammadiyah 1 Taman Sidoarjo was in the form of an evaluation meeting led by the principal and attended by all teachers and staff at the school. This was similar to the interview conducted with the Vice Principal of Student Affairs at SD Muhammadiyah 1 Taman Sidoarjo, who stated that:

"For the evaluation conducted by the student affairs team in shaping and improving the character values of students, all educators and educational staff hold monthly evaluation meetings and end-of-year meetings conducted by teachers at the school. From these meetings, we learn about the progress of students during their studies at the madrasah and the obstacles they face during the learning process. Not only as a routine agenda, but in its implementation, this meeting serves as a forum for information, communication, creativity, and reflection for all teachers in producing and creating the best generation and Rahmatan Lil Alamiin."

In addition, evaluations are conducted by assessing the attitudes and report card grades obtained or produced by students. This is similar to the findings of interviews conducted by researchers with the vice principal of SD Muhammadiyah 1 Taman Sidoarjo, who stated that:

"The evaluation conducted involves providing continuous guidance to students who do things that are not in accordance with the school rules, for example, if they are late for school, they are required to read short letters first before entering the school."

Based on the interviews conducted, it was found that the evaluation activities carried out at SD Muhammadiyah 1 Taman Sidoarjo included monthly and end-of-year meetings to assess the attitudes and report card results of the students.

Management evaluation to shape student character at SD Muhammadiyah 1 Taman Sidoarjo by conducting evaluation meetings with the principal and providing follow-up lessons. Teachers conduct evaluations based on student attitudes and report card grades obtained during academic activities. The evaluation activity is divided into two steps, namely measuring and assessing. Measuring is done by comparing something with a standard. Meanwhile, assessing is a decision made by teachers on something, whether academic or non-academic, by applying a standard of good and bad[25]. In order to determine whether the actions being taken are in accordance with the established plans and procedures, evaluations are carried out by routinely gathering information based on certain indicators[26]. Every program implementation always has obstacles or barriers. However, these obstacles or barriers are still understandable. For example, in extracurricular programs, sometimes students do not participate, even if it is only one or two students, so it is still understandable to teachers.

The Impact of Student Management Implemented at SD Muhammadiyah 1 Taman Sidoarjo. A problem often experienced by schools in shaping student character can be found in schools that have madrasah levels, for example, a lack of development of school culture, which has an impact on the character building of students that is less than optimal[27].

Based on empirical evidence, student management has been proven to play a role in the administration, planning, and even guidance of all aspects of activities related to students, from their admission to their departure from school. Because students play a role as both subjects and objects in the process of transforming information and skills, student management, or student affairs, is very important in educational institutions. [28]

The existence of student management has a positive impact on both the institution and its students. The impact on the institution is that each program is planned in advance so that it can be prepared in advance to minimize obstacles that may arise during implementation. In addition, the institution will have a good reputation so that it can be used for promotional purposes in the community. Meanwhile, the impact felt by students is that they can enjoy learning and the instilling of good character values that can be used in their lives. The character building carried out by the school aims to instill good character values in students, the most important of which is discipline. This is in line with research findings which show that student management, particularly student discipline, plays a major role in how students develop their personality and character. This is demonstrated by the close cooperation between all parties involved in the school environment to create an atmosphere that supports these character traits. The results of character building in students include improved learning outcomes and academic achievement, as demonstrated by students winning the national best writer competition, the IKMC Mathematics Contest, and achieving success in the Disability Fest in the fields of Qira'ah, Tahfidz, and Poetry for special needs students, as well as many other achievements[29].

In addition to the character of discipline that is the result of the student management process, namely religious, the significant impact of the religious character that has been demonstrated by Mumtaz Elementary School students is the large number of Quran memorizers who have increased significantly each year, as shown by Quran memorizers who have mastered one to five juz, memorized hadith, and have cultivated the habit of greeting, smiling and greeting others, and praying in congregation. In terms

of integrity, the students have developed a culture of honesty. Whenever they find something that does not belong to them, they return it to the teacher on duty and complete every task assigned by the teachers honestly and responsibly.

The character of nationalism that has become a habit is to hold ceremonies every Monday and on national holidays, and to be tolerant when faced with different beliefs, as evidenced by respecting foreign teachers who teach in classrooms without wearing headscarves. The character of mutual cooperation is manifested by completing every project assignment given by the teacher, taking turns to be on class duty, and participating in social activities such as donating to disaster victims and creating an environmentally friendly school. The character of independence is demonstrated by completing tasks on time, expressing opinions in public, and having one's own ideas and methods for completing tasks or projects.

Student affairs management in planning and implementation will affect the character of students, which is the goal. This is because every program or regulation in the school is in accordance with the student affairs program planning. Other characters besides discipline that are no less important are, first, religiousness, which can be fostered through activities such as praying in congregation, but if this is not included in student management, it will have an impact. Second, a student's integrity must be fostered because integrity is an educational goal so that students have a loyal character or a spirit of integrity. Third, nationalism is a character that must be fostered in students so that they have a spirit of loyalty to their country. Fourth, mutual cooperation is a character that promotes cooperation or helping each other between friends and other people. And fifth, independence is a character that can be applied by students so that they have an independent spirit and can be applied later in social life. Therefore, student management has a significant impact on student character, which is the goal of learning[30].

4 Conclusion

The implementation of student management in shaping student character consists of three stages. The first stage is planning, which involves analyzing the environment and student abilities. The planning analysis is used as a basis for determining academic and non-academic programs or activities. The student affairs programs that are developed include extracurricular activities, academic achievement improvement, pre-learning programs, religious programs, integrity programs, nationalism programs, mutual cooperation programs, and independence programs. These planned programs are expected to produce students with character traits such as responsibility, competitiveness, independence, politeness, discipline, tolerance, caring for others, honesty, consistency, high ethics, and so on. Second, student guidance in student management to shape character includes extracurricular activities carried out outside of school hours to hone students' talents, academic achievement improvement programs by providing special lessons, and academic learning programs. Third, the evaluation of student management in shaping student character is carried out by teachers based on report card scores.

The impact of student management implemented at SD Muhammadiyah 1 Taman Sidoarjo is the impact on the institution and the impact on students. The impact on the institution is that each program has been planned so that it can be prepared in advance to minimize obstacles that occur during implementation. Additionally, the institution will have a good reputation, which can be used for promotional purposes in the

community. Meanwhile, the impact felt by students is that they enjoy learning and the instilling of good character values that can be utilized in their lives, such as discipline, responsibility, nationalism, mutual cooperation, religiousness, and so on.

Recommendations. In order for institutions to continue strengthening character values in students, it is necessary to hold programs or activities that support students in developing these values and continue to instill positive habits in them. It is important for the Vice Principal of Student Affairs to provide guidance and direction to students so that they can improve their character values, become more motivated to explore their potential, and better implement character values in their lives. The recommendation for future researchers is to examine the influence of the performance of the vice principal of student affairs on the significance of changes in student character.

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