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ORIGINAL RESEARCH ARTICLE

Implementation of Student Management at SMP Negeri 1 Seputih Banyak Central Lampung

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ABSTRACT

This study aims to analyze the implementation of student management at SMP Negeri 1 Seputih Banyak, Central Lampung Regency. Using a qualitative approach with a case study design, this research involved the principal, vice principal for student affairs, teachers, and educational staff as informants. Data collection techniques included in-depth interviews, participant observation, and documentation. The results showed that student planning has been implemented systematically based on data through analysis of student characteristics and needs. Student organization through recruitment and selection runs according to the principles of objectivity and transparency with a government policy-based admission system, while grouping is done randomly without superior classes. Coordination of student development runs collaboratively through the School Environment Introduction Period (MPLS) activities that effectively help student adaptation. Student supervision is conducted comprehensively including development, recording and reporting, to graduation and alumni management. This research contributes to the development of adaptive and integrated student management models at the junior high school level.

Keywords: Student Management, Implementation, Junior High School, Education Management



ABSTRAK

Penelitian ini bertujuan untuk menganalisis implementasi manajemen peserta didik di SMP Negeri 1 Seputih Banyak Kabupaten Lampung Tengah. Menggunakan pendekatan kualitatif dengan jenis studi kasus, penelitian ini melibatkan kepala sekolah, wakil kepala sekolah bidang kesiswaan, guru, dan tenaga kependidikan sebagai informan. Teknik pengumpulan data melalui wawancara mendalam, observasi partisipatif, dan dokumentasi. Hasil penelitian menunjukkan bahwa perencanaan peserta didik telah dilaksanakan secara sistematis berbasis data melalui analisis karakteristik dan kebutuhan siswa. Pengorganisasian peserta didik melalui rekrutmen dan seleksi berjalan sesuai prinsip objektivitas dan transparansi dengan sistem penerimaan berbasis kebijakan pemerintah, sementara pengelompokan dilakukan secara acak tanpa kelas unggulan. Koordinasi pembinaan peserta didik berjalan kolaboratif melalui kegiatan Masa Pengenalan Lingkungan Sekolah (MPLS) yang efektif membantu adaptasi siswa. Pengawasan peserta didik dilakukan secara komprehensif mencakup pembinaan, pencatatan dan pelaporan, hingga kelulusan dan pengelolaan alumni. Penelitian ini berkontribusi pada pengembangan model manajemen peserta didik yang adaptif dan terintegrasi di tingkat sekolah menengah pertama.

Kata Kunci: Manajemen Peserta Didik, Implementasi, Sekolah Menengah Pertama, Manajemen Pendidikan

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1. INTRODUCTION

Education is expected to be able to produce generations who have excellence in knowledge and spiritual maturity. Education functions as an important means for humans to develop their abilities and talents. This is based on the gift of reason that Allah SWT has bestowed upon humans, which makes every individual entitled to receive a full education (Hazin et al., 2021). Education also plays a role as an effort to support humans in achieving a meaningful quality of life, thereby realizing well-being at both personal and social levels. In its implementation, education is a process that requires systematic planning and strong consistency as well as well-defined objectives so that the established goals can be realized optimally. Education is a deliberate action, namely a planned activity that has a solid foundation and a definite orientation to achieve the expected results (Ummul Qura, 2015).

Education is considered successful if it produces individuals who are capable, independent, responsible, knowledgeable, dignified, and have noble character, and are able to apply the values obtained in daily life activities. Success is also measured by the effectiveness of the learning process, active student participation, and the achievement of positive changes in student behavior as evidenced through periodic evaluations. In the context of education, students have a central position as both objects and subjects who actively participate in the implementation of the learning process (Ramli, 2015). Students are called objects because they are the parties directly involved and play a major role in the learning process at school while also being the parties fostered and developed by teachers in the educational environment.

Student management is an inseparable component of overall school management, understood as a series of processes for managing all aspects related to students, from entry to completion of

education at school. This management is carried out through the regulation of various student activities aimed at supporting the smooth running of the teaching and learning process in an orderly, structured, and effective manner, thereby supporting the achievement of school goals and educational objectives as a whole (Astuti, 2021). Furthermore, student management also includes the provision of services centered on managing student activities, both inside and outside the classroom. According to Maragustam's view, humans as educational subjects play a role in determining the form and orientation of education, especially adults who have responsibility for the implementation of education and ethical responsibility in supporting the development of individual students. Meanwhile, in their position as objects, humans become the main focus in various theoretical studies and educational practices (Kusumastuti, 2020). Thus, the formulation of educational concepts must be based on a proper understanding of human nature (Kusrini, 2021).

One of the main problems in the world of education in Indonesia is the still low quality of education at various levels and educational units (Siahaan et al., 2023). This condition is influenced by various factors, including the quality of learning implementation that has not been able to produce effective learning processes and teacher performance that tends to focus on the delivery of theory and memorization, so that students' potential does not develop comprehensively and optimally. As an illustration, at SMP Negeri 1 Seputih Banyak, the learning process is designed to optimize all student potential to develop into competencies according to established standards.

Learning strategies must be arranged in such a way as to encourage the achievement of core competencies set in the curriculum, so that students can develop as lifelong independent learners and ultimately contribute to the formation of a society with a learning culture. In addition, the curriculum emphasizes the development of other qualities that must be implemented during the learning process such as creativity, independence, cooperation, solidarity, leadership spirit, empathy, tolerance, and life skills. All these qualities become the basis for forming student character and improving the nation's civilization and dignity (Sumantri, 2019).

In order for the quality of learning targeted in the curriculum to be achieved, the implementation of the learning process must be based on the application of several principles as follows: (1) oriented towards students as the center of learning, (2) seeking to foster student creativity, (3) creating a conducive yet challenging learning environment, (4) combining elements of values, ethics, aesthetics, logic, and motor skills, and (5) providing various forms of learning experiences through the use of enjoyable, contextual, effective, efficient, and meaningful learning strategies and methods for students (Maryati, 2018).

Student management has a strategic role in improving the quality of student learning outcomes. One expected outcome is the improvement of academic achievement, where the application of effective classroom management strategies can have a positive influence on students' academic achievement, although the level of influence is not too large (Korpershoek et al., 2016). These results indicate that learning success is not only determined by students' cognitive abilities but is also greatly influenced by the effectiveness of managing student dynamics in the classroom environment by the school. Furthermore, student behavior development is one of the expected outcomes. A well-organized school environment and positive relationships between teachers and students have a significant influence on student learning behavior (Simonsen et al., 2008). Evidence-based management approaches, such as providing positive reinforcement and implementing systematic classroom routines, have been proven to increase student engagement in

the learning process. Thus, student management not only focuses on controlling behavior outwardly but also contributes to forming responsible learning habits and appreciating the educational process.

In addition, the development of students' non-cognitive aspects is an important part of preparing them for the world of work, including motivation, curiosity, and perseverance in learning. These skills are essential in the 21st-century education era that emphasizes lifelong learning and adaptability. The results of the Programme for International Student Assessment (PISA) study reveal that students who have high levels of perseverance and curiosity tend to achieve better academic achievement compared to their peers (OECD, 2021). Through the implementation of student management that places students as the center of attention, such as providing opportunities to participate actively, appreciating their efforts, and offering personal mentoring, schools can foster self-confidence and independence in learning. Thus, the implementation of student management not only aims to produce good academic achievement but also to shape students who are resilient, confident, and ready to face various challenges in the future.

Previous studies have examined the implementation of student management with different focuses and contexts. Nafia (2022) researched student management at SMP Baitussalam Surabaya, finding that the student admission system runs transparently, discipline development through credit point books and extracurricular activities, and evaluation through graduation assessment and alumni activities. Suminar (2022) studied student management in improving student achievement at MAN Pacitan, finding that academic and non-academic achievement increased through discussions, tutoring, and multiple intelligences-based extracurricular activities. Fahrozi (2022) examined student management in improving student discipline at SMK PGRI 2 Ponorogo, finding that student discipline increased with a consistent point system and educational sanctions. Husna (2022) researched the implementation of the point system rules on student discipline at MTs DDI Ujung, finding that students' awareness and responsibility for discipline increased through the point system. Hasanah and Zainuddin (2022) studied the application of student management in improving student discipline, finding that a conducive and productive learning environment was created through well-designed student management.

This research has novelty in its focus on analyzing the implementation of student management comprehensively at the junior high school level with a qualitative case study approach, which includes planning, organizing, coordinating, and supervising student management. This research contributes to the development of a more effective and adaptive student management model, both for schools in the Central Lampung region and other educational institutions in Indonesia. Thus, this research is expected to provide scientific contributions related to the implementation of student management in the aspect of discipline that can be adapted by educational institutions, so as to improve the quality of discipline in the school environment.

2. RESEARCH METHODS

This study employs a qualitative approach, which according to Bogdan and Taylor (1993) produces descriptive data in the form of written or spoken words from informants as well as observed behavior. This approach allows researchers to explore and construct meaning through direct interaction with participants, understanding the values and meanings of each experience and

phenomenon that emerges in their social context. The type of research applied is a case study, chosen to examine the implementation of student management at SMP Negeri 1 Seputih Banyak as a unique and contextual phenomenon (Fahrozi, 2018). This design enables in-depth exploration of how student management is implemented in a school with high public interest, notable achievements, and a large number of students that create challenges in management implementation.

The research was conducted at SMP Negeri 1 Seputih Banyak, located in Seputih Banyak District, Central Lampung Regency, Lampung Province. Informants were determined through purposive sampling, consisting of: I Ketut Swardana, MM as Principal; Yunus Priyono as Vice Principal for Student Affairs; Anggun Pratami as Guidance and Counseling Teacher; and Abdul Rokim as a subject teacher. The selection of informants was based on their direct involvement and roles in the implementation of student management at the school. Data collection techniques were carried out through three methods: in-depth interviews to comprehensively explore the implementation of student management including planning, admission, placement, development, evaluation, and student graduation; participant observation to observe daily activities, physical characteristics, social situations, and reactions in observed situations; and documentation to collect data from non-human sources such as documents and recordings (Lincoln & Guba, 1985).

Data analysis was conducted through three stages based on the Miles and Huberman (1994) model: data reduction, which involves simplifying and selecting the most important information aligned with research objectives; data display, presenting information based on research focus in narrative descriptions or diagrams; and conclusion drawing and verification, conducted based on the results of reduction and data display, then verified continuously through review of interview data, observation, and documentation, as well as comparison of information from various sources. This systematic analysis process ensures that findings regarding student management implementation are valid, consistent, and scientifically accountable.

To ensure data validity, this research employed several techniques as recommended by Lincoln and Guba (1985) and Sugiyono (2019): extended participation, allowing the researcher to be present at the research location for a longer period; persistent observation to identify relevant characteristics and elements related to student discipline development; triangulation by comparing information obtained through various techniques such as interviews, observation, and documentation; peer checking through discussion by conveying preliminary results through analytical discussions with colleagues; and referential adequacy, realized through the use of cameras, voice recorders, and handycams as documentation tools that at certain times were used again to match research findings with previously obtained data or information.

3. RESULTS AND FINDINGS

Student Planning at SMP Negeri 1 Seputih Banyak

The initial stage in the implementation of student management at SMP Negeri 1 Seputih Banyak begins with the student planning process, which is realized through analysis of student characteristics and adjustment to school needs. This stage is considered a crucial foundation in student management because through this analysis, the school can understand the background,

interests, and potential of each student, while also serving as a basis for determining the number of students the school can accommodate.

Based on interview results with one of the teachers who also serves as a homeroom teacher, the process of analyzing student characteristics is carried out through collecting initial data on students' interests and ability tendencies. This data is obtained by providing students with a form containing information about their interests, hobbies, and talent tendencies. As explained in the following interview:

"To do this, we usually take data or give samples to students, namely one of them is what interests they like, for example whether they are interested in reading, artistic intelligence, or sports. So we know this through sample data that we give to each student to fill out." (Teacher Interview, 2025)

Through this data collection, teachers obtain an initial picture of students' interests and potential tendencies which are then used as a basis for determining appropriate learning approaches. The results of this analysis are not only used for classroom learning purposes but also become considerations in planning student development programs, including extracurricular activities organized by the school. The principal also explained that the analysis of student characteristics begins from the new student admission process, which is also part of planning the number and profile of students accepted by the school. At this stage, the new student admission committee collects various data regarding student identity, family background, as well as interests and hobbies. This data is then processed by the school as a basis for designing student development programs while adjusting to the school's capacity.

Table 1. Student Data Collection Instruments

No	Data Collection Instrument	Information Collected	Purpose
1	Student Interest Form	Interests, hobbies, talent tendencies	Learning approach determination
2	New Student Admission Questionnaire	Identity, family background, interests	Student profile mapping
3	Academic Records	Previous academic achievements	Academic ability mapping
4	Psychological Test Results	Aptitude, intelligence, personality	Student potential identification

The results show that the analysis of student characteristics as part of planning has a significant influence on the learning strategies applied in class. Teachers no longer use one same learning method for all students but strive to adapt learning methods to students' interests and characteristics. As expressed in the following interview:

"Yes, it automatically greatly influences, because if their interests differ, later we will also provide different learning methods. For example, if their hobby is sports or reading, it means the methods used in class are also different." (Teacher Interview, 2025)

Student Organizing at SMP Negeri 1 Seputih Banyak

The student recruitment and selection process at SMP Negeri 1 Seputih Banyak is carried out in accordance with government policy through the New Student Admission System which refers to several admission pathways: domicile, achievement, affirmation, and mutation pathways. This system is implemented in a structured and integrated manner with an online-based registration system managed by the education office. As a form of administrative verification on the domicile pathway, participants are required to attach a Family Card document which is used as the basis for determining the area of residence.

The principal explained that in the new student admission process, the school does not have full authority in determining accepted students because the selection process is largely determined by the system established by the government. As expressed in the following interview:

"Our basis for determining quotas is based on the number of students who graduated in the previous year. If the number of graduating students is around two hundred, then the opened quota also adjusts to that number. The admission process follows the SPMB system with domicile, achievement, affirmation, and mutation pathways." (Principal Interview, 2025)

In its implementation, the student recruitment process also involves a special committee formed by the school. This committee is tasked with providing services to the community and helping prospective students who experience difficulties in the registration process, especially for parents who are not yet familiar with using the online registration system. As explained in the following interview:

"Teachers are usually assigned as PPDB committee members according to the decree issued by the school. The committee helps with the registration process and provides information to the community about the available admission pathways." (Teacher Interview, 2025)

Based on research results, the student grouping system at SMP Negeri 1 Seputih Banyak is done randomly without class separation based on academic ability. This policy is taken as an effort to create equal learning opportunities for all students. The principal explained that the school does not implement an excellence class system because it is feared that it could create gaps in the learning process.

Table 2. Student Distribution by Class and Gender

Class	Male Students	Female Students	Total
VII-A	15	18	33
VII-B	16	17	33
VII-C	14	19	33
VII-D	17	16	33
VII-E	15	18	33
VII-F	16	17	33
VII-G	14	19	33
VII-H	15	18	33
Total	122	142	264

Coordination in student development at SMP Negeri 1 Seputih Banyak is an important part of ensuring all development activities run in a directed and integrated manner. This coordination involves various parties in the school environment, such as the principal, vice principal for student affairs, teachers, and student activity coaches. Through good coordination, various student development programs can be planned, implemented, and controlled systematically to support students' academic and non-academic development.

After the new student admission process is completed, the next stage in student management is the implementation of orientation activities or known as the School Environment Introduction Period. This activity aims to help new students adapt to the school environment and understand various applicable rules and culture at the school.

Based on research results, the implementation of MPLS at SMP Negeri 1 Seputih Banyak is carried out for several days at the beginning of the new academic year, referring to guidelines from the education office. This activity is coordinated by a committee consisting of teachers and supported by OSIS administrators. As explained in the following interview:

"The main purpose of MPLS is to familiarize students with the school environment where they will study. During this activity, students are introduced to classrooms, libraries, UKS, canteens, and various other facilities in the school." (Vice Principal Interview, 2025)

Student Supervision at SMP Negeri 1 Seputih Banyak

Based on research results, student development activities are carried out with reference to student interest and talent data that has been collected from the start through the analysis of student characteristics. This shows that the school not only focuses on academic achievement but also pays attention to the development of students' individual potential as a whole. As conveyed by the principal:

"Student interest data obtained from the beginning is used as a basis for determining extracurricular programs. If there are students who have interests in certain fields, the school tries to facilitate these activities." (Principal Interview, 2025)

The results show that student development activities at SMP Negeri 1 Seputih Banyak are carried out through two main forms: curricular and extracurricular activities. Curricular activities are carried out through classroom learning processes according to the applicable curriculum, while extracurricular activities become a forum for students to develop interests and talents outside academic activities, such as sports, arts, and scouting.

Table 3. Extracurricular Activities Available

No	Extracurricular Activity	Type	Student Participation
1	Scouts (Pramuka)	Mandatory	All students
2	PMR (Red Cross)	Optional	85 students
3	Music Arts	Optional	62 students
4	Theater	Optional	45 students
5	Sports (Basketball)	Optional	78 students
6	Sports (Volleyball)	Optional	65 students
7	Religious Studies (ROHIS)	Optional	92 students

Based on research results, the process of recording students at this school has been carried out structurally through various administrative tools managed by the school. Student data is recorded from the time of admission to graduation, so the school has complete archives regarding student identity, attendance, and learning outcomes. The recording system is carried out through various school administrative tools, such as student master books, class registers, attendance lists, and student personal record books. As expressed in the following interview:

"The school has a master book and attendance list to record student data completely and regularly." (Teacher Interview, 2025)

Graduation is the final stage in student management at SMP Negeri 1 Seputih Banyak. Based on research results, the graduation process at this school is carried out in accordance with standards set by the government, considering academic aspects, attendance, and student attitudes and behavior during their education. The determination of graduation is conducted through a teacher council meeting that considers various assessment aspects. These aspects include academic grades, attitudes, attendance, and achievement of competencies set in the curriculum.

"The determination of graduation is done through a teacher council meeting by considering grades, attitudes, and student attendance during the learning process." (Teacher Interview, 2025)

After students are declared graduated, they become part of the school alumni. Based on research results, alumni management at SMP Negeri 1 Seputih Banyak is still relatively simple but maintained through communication between the school and graduates. Alumni are expected to provide positive contributions to the school, both in the form of motivation to younger students and in maintaining the good name of the alma mater.

DISCUSSION

Based on the research findings, student planning at SMP Negeri 1 Seputih Banyak has been implemented systematically through student characteristic analysis, adjustment to school needs, and utilization of data as a basis for decision-making. These findings align with the theory of student planning which emphasizes that planning is the fundamental initial stage in student management, encompassing needs analysis, criteria determination, and preparation of development programs (Purwanto, 1970; Rahman & Suharno, 2023). The school has conducted identification of student characteristics from the new student admission stage to the learning process by collecting data on interests, talents, family background, and student ability tendencies. This step reflects the principle of data-driven planning, where managerial decisions are based on empirical information obtained systematically (Ardiansyah & Arifin, 2022), thus fulfilling comprehensive planning indicators. The adjustment of student numbers to school capacity, based on resource availability including facilities, infrastructure, and teaching staff (Purba, 2024), ensures effective and efficient learning processes. This needs-based planning prevents imbalances between student numbers and educational service capacity.

The research findings on student recruitment and selection at SMP Negeri 1 Seputih Banyak show that the student admission process has been implemented systematically through the New Student

Admission System (PPDB) with online-based registration managed by the education office (Nurfadilah & Pratiwi, 2025). The use of various admission pathways including domicile, achievement, affirmation, and mutation demonstrates consideration of student background diversity, aligning with theory that selection can consider talents, interests, and social conditions (Betts, 2023). The recruitment process prioritizes justice, openness, and objectivity through transparency efforts and committee training to avoid discrimination (Nafia, 2020; Hanushek & Wößmann, 2023). However, limited school capacity creates a gap between prospective students and available spaces, requiring more comprehensive planning in quota determination and infrastructure development (Suminar, 2019; Betts & Tang, 2020). The school applies a random grouping system without academic ability separation, reflecting the principle of educational equity by avoiding labeling that creates social and academic gaps (Husna, 2025). This random system also considers gender balance to create harmonious class dynamics and balanced social interaction.

The random grouping system creates challenges in student ability heterogeneity, where significant differences in ability levels within one class require teachers to apply differentiated learning strategies. This condition shows a discrepancy with achievement or aptitude grouping theory which aims to facilitate learning through relatively homogeneous ability grouping (Zakiyatul, 2020; Betts, 2020). Teachers must bridge these ability differences by applying adaptive learning approaches including differentiation, varied methods, remedial services, and enrichment programs. Coordination of student development at SMP Negeri 1 Seputih Banyak is implemented through structured collaboration between principals, vice principals, teachers, and student activity coaches, reflecting organizing and actuating functions to ensure effective program implementation (Bush & Coleman, 2000; Al-Husaini & Al-Husaini, 2021). This coordination demonstrates clear task division and responsibility, aligning with educational management principles emphasizing synergy between school components for optimal goal achievement (Mulyasa, 2009).

The School Environment Introduction Period (MPLS) represents a concrete implementation of this coordination, implemented through guidelines from the education office and structured committee work supported by OSIS administrators (Ribbe & Khasanah, 2021). MPLS activities focus on introducing the school environment and helping new students adapt, aligning with student orientation concepts in educational management that help students understand the learning environment, rules, and school culture for quicker adaptation. Character development materials provided during MPLS, including ethics, rules, and discipline, demonstrate that student development is oriented toward both academic and character formation, emphasizing balanced cognitive, affective, and psychomotor development (Eka, 2020). The involvement of OSIS in delivering materials creates closeness between new and senior students, facilitating social adaptation. MPLS activities positively influence student learning readiness, indicating that good coordination in development implementation improves program effectiveness and student preparedness.

Student development at SMP Negeri 1 Seputih Banyak integrates curricular and extracurricular activities, aligning with student development theory (Suarnaya, 2014; Beltran, 2022). Curricular activities form the foundation for academic competence through classroom learning, while extracurricular activities including sports, arts, and scouting serve as student self-actualization and character formation means, developing discipline, cooperation, and responsibility. This holistic approach reflects that education develops not only cognitive aspects but also affective and

psychomotor dimensions (Kusumastuti, 2020). The use of student interest and talent data as a basis for extracurricular programs demonstrates personalization in student development, recognizing students as individuals with diverse characteristics (Ali Imron, 2015). Teacher roles expand from material deliverers to mentors directing student development, with teacher involvement in motivation and student activities creating active educative interaction essential for development success (Rohman, 2018; Leow et al., 2021). Limited facilities and infrastructure and changing student interests remain challenges requiring responsive program adjustment and adequate facility support.

Student recording and reporting at SMP Negeri 1 Seputih Banyak systematically documents all student data and development from entry to completion through various administrative tools including master books, attendance lists, grade books, and student report cards (Suharsimi, 2008). This recording functions as control and evaluation tools, allowing the school to comprehensively understand student development and take appropriate steps (Tim Dosen Administrasi Pendidikan UPI, 2011). Reporting on student development is conducted periodically as communication between school and parents, delivered through report cards and direct communication for important developments (Mulyasa, 2013). Graduation determination considers academic achievement, attitudes, attendance, and competency achievement, reflecting comprehensive evaluation where student success is measured from cognitive, affective, and psychomotor aspects (Supriyadi, 2017; Mulyono & Prasetyo, 2021). Teacher council meetings for graduation decisions show collective educational decision-making, reflecting objectivity and accountability principles. Graduation marks change to alumni status, who have strategic potential in supporting school development (Bafadal, 2004; Kherani et al., 2025). Although alumni management remains simple, relationships between school and alumni are maintained, though unstructured management and lack of formal alumni forums hinder optimization of alumni contributions to institutional development (Leow et al., 2021).

5. CONCLUSION AND SUGGESTIONS

Based on the research results regarding the implementation of student management at SMP Negeri 1 Seputih Banyak, Central Lampung Regency, the following conclusions can be drawn. First, student planning has been implemented systematically and based on data, through needs analysis, student characteristics, and adjustment to school capacity. This planning not only impacts administrative aspects but also has implications for more adaptive learning strategies, although there are still challenges in managing student diversity and technological developments. Second, student organizing, which includes recruitment, selection, and grouping, has been carried out in accordance with the principles of objectivity, transparency, and justice through a government policy-based admission system. However, limited capacity and a random grouping system pose challenges in managing student ability heterogeneity, thus requiring differentiated learning strategies. Third, coordination of student development has been implemented collaboratively through the involvement of various school elements in activities such as MPLS. This activity has proven effective in helping student adaptation processes and forming learning readiness and character, although innovation is still needed so that development is more optimal and not monotonous.

The implementation of student management at SMP Negeri 1 Seputih Banyak, Central Lampung Regency, has generally been running well and systematically, including needs-based planning, objective and fair organizing, collaborative development coordination, and comprehensive supervision. However, there are still several obstacles such as limited capacity, diversity of student abilities, and alumni management that has not been optimal. Therefore, efforts are needed to strengthen student management, especially in character development, improving the quality of administrative services, and developing an integrated alumni management system to support sustainable educational goals.

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