



School-Based Management in Student Admission, Orientation, and Development: A Qualitative Case Study

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ABSTRACT

This study aims to provide a comprehensive description of the new student admission process, the implementation of the School Orientation Program (MPLS), and the guidance and development of new students at SMA Muhammadiyah Mlati. A descriptive qualitative approach was employed, utilizing observation and documentation techniques as data collection methods. Data analysis was conducted through reduction, data display, and conclusion drawing based on the Miles and Huberman model. The findings reveal that the new student admission process (PPDB) was conducted in a systematic, transparent, and accountable manner through planning, testing, and online announcements. The implementation of MPLS was designed in accordance with the Ministry of Education and Culture Regulation No. 18 of 2016, emphasizing an educational, non-hazing approach focused on character value introduction. Furthermore, the development of new students involved active roles from homeroom teachers, school counselors, and participation in religious and extracurricular activities. Flagship programs such as *Sejali* (quarter-hour literacy), external partnerships, and confidence-based counseling served as strategic efforts in student development. These findings indicate best practices in fostering a safe and educational school environment. This study is expected to serve as a reference for other schools in designing effective and holistic strategies for managing new student development

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ABSTRAK

Penelitian ini bertujuan untuk memberikan gambaran yang komprehensif mengenai proses penerimaan peserta didik baru, pelaksanaan Masa Pengenalan Lingkungan Sekolah (MPLS), serta pembinaan dan pengembangan peserta didik baru di SMA Muhammadiyah Mlati. Pendekatan yang digunakan adalah kualitatif deskriptif dengan teknik observasi dan dokumentasi sebagai metode pengumpulan data. Analisis data dilakukan melalui proses reduksi, penyajian data, dan penarikan kesimpulan berdasarkan model Miles dan Huberman. Temuan penelitian menunjukkan bahwa proses penerimaan peserta didik baru (PPDB) dilaksanakan secara sistematis, transparan, dan akuntabel melalui tahapan perencanaan, seleksi tes, dan pengumuman secara daring. Pelaksanaan MPLS dirancang sesuai dengan Permendikbud No. 18 Tahun 2016, dengan menekankan pendekatan edukatif tanpa perpeloncoan serta berfokus pada pengenalan nilai-nilai karakter. Selain itu, pembinaan peserta didik baru melibatkan peran aktif wali kelas, guru bimbingan konseling, serta partisipasi dalam kegiatan keagamaan dan ekstrakurikuler. Program unggulan seperti *Sejali* (literasi seperempat jam), kemitraan eksternal, dan layanan konseling berbasis penguatan kepercayaan diri menjadi bagian dari strategi pengembangan peserta



didik. Temuan ini menunjukkan praktik terbaik dalam menciptakan lingkungan sekolah yang aman dan edukatif. Penelitian ini diharapkan menjadi referensi bagi sekolah lain dalam merancang strategi pengelolaan peserta didik baru yang efektif dan holistik

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Introduction

Student management is one of the critical aspects of educational administration in schools (Apriwulan et al., 2025). This process includes planning, organizing, implementing, and evaluating all activities related to students, starting from admission, guidance, and continuing through to potential development (Heryuriani et al., 2025). In the context of modern education, effective student management can create a conducive, democratic learning environment that focuses on character formation and the development of students' competencies (Saleh et al., 2025). Therefore, every educational institution is required to implement a professional and structured student management system.

The implementation of effective student management is closely related to the application of school-based management (SBM), which grants schools greater autonomy in managing their resources, including student affairs (Siswanto & Kintoko, 2025). SBM allows schools to optimize the involvement of all stakeholders teachers, principals, school committees, and parents in decision-making processes concerning students (Zein et al., 2025). Well-implemented SBM has proven to enhance educational quality as the decisions made are more

aligned with the actual needs of the school (Moundridou et al., 2024).

One of the crucial initial aspects of student management is the New Student Admission (PPDB) process. At SMA Muhammadiyah Mlati, the PPDB is designed in a systematic and transparent manner, beginning with planning, preparation of guidelines, selection, and ending with the announcement of results online (Abedi, 2023). This process reflects the institution's accountability and integrity in selecting prospective students who align with the school's vision (Hanama et al., 2024). Moreover, the involvement of the foundation and the official appointment of the committee through formal decrees demonstrates careful planning grounded in modern management principles.

The next stage in student management is the School Orientation Program (MPLS), implemented based on Ministerial Regulation No. 18 of 2016. This program serves not only as an academic and social orientation for new students but also as an essential component in instilling school culture and character values from the very beginning (Siswanto, 2025). At SMA Muhammadiyah Mlati, the MPLS is carried out using an educational approach without hazing practices and focuses on fostering integrity and learning



motivation among students from their first day at school.

Another equally important aspect of student management is continuous guidance and development (Cueto et al., 2022). This includes the active involvement of teachers, homeroom teachers, and guidance and counseling staff in assisting students' adaptation and potential development (Tarso, Nugroho, et al., 2025). Character-building programs such as Qur'anic recitation, *salat dhuha*, and other religious activities are combined with counseling services and soft skills development efforts to shape students into individuals with integrity and strong social capabilities (Harahap et al., 2025). These efforts align with the Merdeka Curriculum, which emphasizes strengthening the Pancasila Student Profile.

To support student development, the school also organizes various mandatory and elective extracurricular activities, including flagship programs and collaborations with external institutions (Rambe et al., 2025). This strategy illustrates how the school implements community-based management and external collaboration to optimize students' holistic development (Aprilia et al., 2025). Support from the school committee in promoting and facilitating these activities further highlights the importance of synergy among stakeholders within the SBM framework.

Based on the explanation above, it can be concluded that the implementation of school-based student management at SMA Muhammadiyah Mlati demonstrates best practices in educational administration. This study is essential to provide a comprehensive overview of the processes, strategies, and challenges involved in implementing SBM, particularly in the context of student management. The findings from this

research are expected to serve as a reference for other schools in designing an effective, transparent, and adaptive student management system that meets contemporary demands.

Method

This study employs a descriptive qualitative approach, utilizing data collection techniques in the form of observation and documentation focused on the implementation of new student admission, the School Orientation Program (MPLS), and student development programs at SMA Muhammadiyah Mlati. Direct observations were conducted on activities taking place at the school, while documentation was obtained from school archives, guidebooks, activity schedules, and meeting minutes. The collected data were then analyzed using the data reduction, data display, and conclusion drawing techniques as outlined by Miles & Huberman (1994). Data validity was strengthened through source and technique triangulation, as well as confirmation with school authorities to ensure the accuracy and reliability of the findings. This study also refers to official regulations, such as the Ministerial Regulation of Education and Culture No. 18 of 2016, as the basis for analyzing school policies.

Results

1. Admission of New Students

Based on the results of observations and documentation conducted at SMA Muhammadiyah Mlati, the new student admission process begins with a coordination meeting between the school administration and the head of the foundation. During this meeting, the number of students to be admitted for the upcoming academic year is determined. The foundation also officially appoints the new student admission committee through a formal decree letter. The committee then



prepares a comprehensive admission guidebook containing detailed information such as registration requirements, selection schedule, student quota, location, timeline, and registration fees. All of these processes are well-documented and are designed based on the school's needs while also taking into account the technical smoothness of the selection implementation (Kultsum et al., 2022).

Further documentation shows that once the guidebook is completed, the committee opens the student registration process, which can be accessed online by prospective students and their parents. After the registration period ends, the selection stage is carried out through a series of tests, including academic tests and psychological assessments. Documentation indicates that the purpose of these tests is to identify the academic potential, interests, and initial health condition of prospective students in order to ensure their compatibility with the school's needs and capacity. The entire selection process is conducted in a transparent and accountable manner (Mustofa et al., 2003). One week after the selection process concludes, the results are announced through the school's official website and posted on the school's bulletin board, as documented in the admission committee's archives.

Observational data also noted that if vacant seats remain after the announcement, the school opens a second wave of admissions. In the event that students withdraw during this second wave, a third wave may be initiated. Throughout this process, the school committee is not directly involved as part of the admission team but plays a supportive role in promoting and publicizing the school to the broader community. Documentation shows that promotional efforts are carried out via social media, brochures, and parent partnership networks. This aligns with the view of Astiwi et al. (2024), who argues that online admission systems help prevent

fraud due to their transparency, allowing all scores and data to be easily verified.

2. Implementation of the School Environment Introduction Period (MPLS)

Based on the results of observations and documentation conducted at SMA Muhammadiyah Mlati, the implementation of the School Orientation Program (MPLS) for new students was first introduced in the 2016/2017 academic year. This program replaced the previously held Student Orientation Period (Masa Orientasi Siswa or MOS), which had been routinely conducted each year. The primary objective of MPLS is to assist new students in familiarizing themselves with the school environment and adapting to new conditions physically, academically, and socially through interactions with peers and other members of the school community (Sadiyah et al., 2025). Activity records show that MPLS serves as a platform to foster togetherness, a sense of family, and brotherhood among the new students as members of a newly joined school community.

Regulatory documents and MPLS activity records at SMA Muhammadiyah Mlati indicate that the program was designed in accordance with Regulation of the Minister of Education and Culture No. 18 of 2016. The implementation of MPLS includes activities such as self-potential recognition, adaptation to the school environment, motivation building, effective study methods, development of positive interactions among school members, and the instillation of character values including honesty, independence, discipline, cleanliness, and the spirit of collaboration. Field observations show that each activity was structured to support the development of students with strong integrity and work ethic. All MPLS activities were systematically documented and followed official guidelines prepared by the school.

During the three-day MPLS program, school documentation indicates that all activities were led primarily by teachers, while the student organization (IPM) was only involved in assisting with technical implementation in the field. No evidence of



hazing or seniority-based practices was found, as all activities were designed to be educational and constructive. Observations revealed that the MPLS activities focused on introducing teachers, the school culture at Alazka, the applied curriculum, student code of conduct, and student guidance systems. In addition, new students were also introduced to the democratic election process of the student organization (IPM). Each MPLS participant received an activity guidebook and the school's code of conduct handbook as essential resources for understanding the values and rules that govern student life at SMA Muhammadiyah Mlati.

3. School-based Guidance and Development of New Students

Based on the results of observations and documentation conducted at SMA Muhammadiyah Mlati, the guidance and development of new students are focused on three main aspects: character education, counseling guidance, and extracurricular development. Guidance is provided by homeroom teachers, subject teachers, and guidance and counseling (BK) teachers, who actively support students in the process of adaptation and self-development according to their individual potential, talents, and interests. The goal of this guidance is to help students act and behave in accordance with positive values within the school, family, and community environments. Character-building activities are carried out regularly, such as salat dhuha and tadarus (Qur'anic recitation) every Monday, Wednesday, and Friday at the school mosque, as well as biweekly flag ceremonies and group remembrance (dzikir) sessions. Non-routine activities documented include Mabit (Malam Bina dan Taqwa), Baitul Arqam for Students, and the Qur'an Reading Proficiency Program (PPA) for students who are not yet fluent in reading the Qur'an.

Activity documentation also shows that counseling guidance is actively conducted by BK teachers both during and outside of regular class hours. This guidance is not only focused on academic support but also on the development of life values, nationalism, and

global awareness. Field observations note that the BK teachers apply a range of approaches, including individual and group counseling, thematic discussions, and soft skills training, held both within and outside the school environment. These activities aim to broaden students' knowledge, enhance their social and emotional skills, and instill positive values that support their character development. The entire counseling process is delivered in an environment that fosters openness and trust, allowing students to feel comfortable sharing and receiving guidance that is tailored to their personal needs (Ajugo, 2024).

Meanwhile, in terms of extracurricular development, the school provides mandatory programs such as Hizbul Wathan (scouting) and Tapak Suci (martial arts) for all students. In addition, students are required to choose extracurricular activities based on their individual interests and talents, such as sewing or computer skills. Documentation reveals the existence of flagship programs such as "Sejali" (Seperempat Jam Literasi / A Quarter Hour of Literacy), which is attended by all students from grades X to XII. There are also partnership programs with universities that allow lecturers to conduct community service at the school, benefiting students directly. Moreover, collaborative programs are conducted with local health centers and police departments, focusing on student health and discipline outside the school environment. All of these programs are not predetermined by the school, but rather open to students who are interested, with full support from the school committee in terms of facilitation and promotion of the activities.

Discussion

The implementation of new student admissions (PPDB) at SMA Muhammadiyah Mlati is carried out in a systematic and structured manner, beginning with coordinated planning meetings between the school and the foundation, the establishment of an official admissions committee, and the preparation of a guidebook containing admission



requirements and the selection schedule (Banthia & Dey, 2022; Thornhill-Miller et al., 2023). The selection process, which includes academic testing, psychological assessments, and urine tests, is conducted transparently, with results announced both online and posted on the school's announcement board. These findings are consistent with the research of Baharuddin et al. (2023), Rosana (2022) and Hatmoko et al. (2024), which states that online-based admissions systems improve transparency and reduce the potential for fraud. A transparent and accountable selection process is considered a key factor in enhancing public trust in educational institutions (Wibowo et al., 2025).

The implementation of the School Orientation Program (MPLS) at SMA Muhammadiyah Mlati has also proven effective as a means of helping new students adapt to their school environment. This program not only replaced the traditional orientation (*MOS*) but also aims to instill character values, solidarity, and a spirit of togetherness among new students. The program is designed in accordance with Ministerial Regulation No. 18 of 2016, which emphasizes the importance of instilling values such as honesty, discipline, and independence during the orientation process. This study supports earlier findings by Abedi (2023) and Nurhasnah et al. (2020), who found that a well-structured MPLS program can accelerate students' social integration and reduce their anxiety in adapting to a new environment.

In the area of student guidance and development, the findings indicate that SMA Muhammadiyah Mlati adopts a comprehensive approach through religious activities, character education, and counseling services. Homeroom teachers, subject teachers, and guidance counselors (BK) play active roles in supporting

students according to their individual potentials and needs. Activities such as group prayers (*salat dhuha*), remembrance sessions (*dzikir*), and overnight religious training programs (Mabit) serve as platforms for the internalization of spiritual and social values. This is in line with Putri et al. (2024) and Wahyuni et al. (2024), who affirmed that character education integrated with religious activities can foster students' integrity and sense of responsibility. Such guidance also assists students in adjusting their behavior and attitudes within both school and broader social environments (Rochmat et al., 2025).

The school's counseling approach is implemented in an active and responsive manner, both individually and in groups. Counselors not only address academic matters but also focus on enhancing national identity and social skills using various methods tailored to students' characteristics. This holistic approach aligns with the findings of Tarso et al. (2025) and Wardana et al. (2024), who concluded that the success of counseling programs is highly dependent on the emotional closeness between teachers and students and the presence of open communication. At SMA Muhammadiyah Mlati, the counseling environment fosters student confidence, which plays a crucial role in nurturing self-awareness and independence, as well as in helping students recognize their own potential and responsibilities.

Lastly, the development of student potential through extracurricular activities is also given serious attention. The school offers mandatory programs such as Hizbul Wathan (scouting) and Tapak Suci (martial arts), while allowing students to freely choose additional extracurricular activities based on their interests, such as sewing or computer skills. Documentation also



highlights flagship programs such as "Sejali" (Seperempat Jam Literasi / A Quarter Hour of Literacy), which is implemented across grades X to XII. Other initiatives include partnerships with universities, enabling lecturers to conduct community service projects at the school that directly benefit students, as well as collaborative programs with community health centers and local police that address health and student discipline issues beyond the classroom. These programs are not mandated by the school but are open to students voluntarily, with strong support from the school committee in terms of facilitation and promotion.

These findings reinforce Mala et al. (2025), Suryani et al. (2024) and Syah et al. (2025) research, which stated that strengthening extracurricular programs and forming external partnerships contribute to the development of students who are broad-minded, disciplined, and socially adaptive. With support from the school committee, these initiatives have succeeded in fostering a dynamic and participatory learning environment, while also preparing students to face future challenges.

Conclusion

Based on the research findings, it can be concluded that the management of new student admissions (PPDB), the implementation of the School Orientation Program (MPLS), and the guidance and development of new students at SMA Muhammadiyah Mlati have been carried out systematically, structurally, and in accordance with both regulations and the developmental needs of students. The transparent, online-based PPDB process, the educational and non-hazing MPLS implementation, and the comprehensive character education and extracurricular development all demonstrate the school's

strong commitment to creating a learning environment that supports students' optimal growth. Therefore, it is recommended that the school continue to maintain these best practices and further enhance innovation in guidance programs, external partnerships, and individualized counseling approaches in order to address the increasingly complex challenges and diverse needs of today's students.

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