

SUPPORT OF STUDENT MANAGEMENT IN PROMOTING ACADEMIC ACHIEVEMENT: A CASE STUDY IN HIGHER EDUCATION

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ABSTRACT

This research aims to identify whether or not student management is present in promoting academic achievement in case studies in higher education. This research uses a quantitative method by collecting primary data through a questionnaire with a Likert Scale as an instrument distributed to active students. Then the respondents' answers that were obtained were processed using IBM SPSS 25 software. Based on testing the hypothesis in this research, the research results show that student management has a significant positive influence on student achievement at the Faculty of Economics, Jakarta State University. These findings show that universities that implement good student management tend to have higher learning achievement. This is indicated by the R Square value of 0.472. The results of this statistical calculation state that the ability of variable X (student management) to explain changes in variable Y (learning achievement) is 47.2%, the remaining 52.8% is explained by other variables. Furthermore, it can be proven from the T test results that student management has a value of 5.004 > t-table 1.701 with a Sig level. equal to 0.000 < 0.05, then Ha can be accepted and Ho is rejected.

Keyword: *Student management, Academic achievement, Higher education, Economics student*

ABSTRAK

Penelitian ini bertujuan untuk mengidentifikasi ada atau tidaknya manajemen mahasiswa dalam mempromosikan prestasi akademik studi kasus pada pendidikan tinggi. Penelitian ini menggunakan metode kuantitatif dengan mengumpulkan data primer melalui kuesioner dengan *Skala Likert* sebagai instrumen yang didistribusikan kepada mahasiswa yang masih aktif. Kemudian jawaban responden yang telah diperoleh diproses menggunakan perangkat lunak IBM SPSS 25. Dari pengujian hipotesis dalam penelitian ini, hasil penelitian menunjukkan bahwa manajemen kesiswaan memiliki pengaruh positif yang signifikan terhadap prestasi belajar mahasiswa Fakultas Ekonomi Universitas Negeri Jakarta. Temuan ini menunjukkan bahwa universitas yang menerapkan manajemen kesiswaan yang baik cenderung memiliki prestasi belajar yang lebih tinggi. Hal ini ditunjukkan dengan nilai R Square sebesar 0,472. Hasil perhitungan statistik ini menyatakan bahwa kemampuan variabel X (manajemen kesiswaan) dalam menerangkan perubahan variabel Y (prestasi belajar) sebesar 47,2%, sisanya 52,8% dijelaskan variabel lain. Selanjutnya dapat dibuktikan pada hasil uji T bahwa manajemen kesiswaan memiliki nilai 5,004 > t-tabel 1,701 dengan tingkat Sig. sebesar 0,000 < 0,05, maka Ha dapat diterima dan Ho ditolak.

Kata kunci: *Manajemen kesiswaan, Prestasi belajar, Pendidikan tinggi, Mahasiswa bidang ekonomi*

INTRODUCTION

Education plays an important role in improving the quality of human resources. Educational institutions must be able to keep up with the increasingly rapid developments in science and technology (Putra, 2022). Special attention is given to the development and advancement of education to improve the quality and quality of education. Good human resources also come from good education. Likewise, the aim of education is to produce the nation's next generation of quality and excellence so that they can compete in an era of rapid development. According to the Law of the Republic of Indonesia number 20 of 2003 concerning the National Education System, the national education system must have the ability to ensure equality. It is necessary to carry out planned, directed and continuous education reform to increase educational opportunities, improve quality and increase the relevance and effectiveness of management. education to face challenges in accordance with the changing demands of local, national and global life. By considering the national education goals above, schools, as formal educational institutions, must strive to manage educational administration, including student management, so that national education goals can be fully achieved.

University education is a complex and dynamic process involving various components, such as administrative staff, curriculum, lecturers, and students. To achieve success, the role of educational administration and student management is very important to support the progress of education at universities. By looking at the national education goals above, universities as formal educational institutions must strive to manage educational administration, including student management, so that national education goals can be fully achieved.

The quality of teachers and curriculum are not the only factors that influence their success in acquiring knowledge and becoming high-quality individuals; The important role of student management is also an important factor in this success. Educational administration is the core of university management. This includes planning, organizing, directing and supervising all academic activities, from student admissions, financial management, to conducting learning. Student management, on the other hand, focuses on the management and development of all aspects of students' lives, both inside and outside the classroom. This includes academic administration, character building, developing talents, interests, and creating a good learning environment (Hasana, 2022).

Student management has a positive and significant direct and indirect influence on student learning achievement. Student learning success must be supported and maintained by student management, so that student learning achievement can be achieved directly or indirectly. The success of running an educational institution will depend greatly on student management, because student management will make a high contribution and provide strong support for other components in achieving school goals, meaning whether student management is good or bad, either directly or indirectly. will not directly affect student learning outcomes. Student management is very important for the success of universities in achieving their goals. Therefore, it is very important to continue to improve the quality and effectiveness of these components to advance student achievement at the university. The author is interested in researching the influence of student management on student learning achievement at the Faculty of Economics, Universitas Negeri Jakarta in order to see the real conditions regarding the influence of student management today.

Several previous studies have mentioned the influence of student management on learning achievement. Based on research Putri et al. (2021) researching Student Management on Learning Achievement, it is known that student management greatly influences student learning outcomes. Based on research Hafis et al. (2021) researching the Influence of Student Management on Student Achievement, it was found that there was a very weak and significant influence between Student Management (X) on Student Learning Achievement (Y) but did not explain why the influence was so weak. Based on research Chotimah and Mundilarno (2020)

researched Student Management on the Learning Outcomes of Yogyakarta Private Vocational School Students but did not explain the influence of student management specifically. Based on the description and supported by several relevant theories from experts within the framework of thought, it can be concluded that effective student management has a positive effect on the learning achievement of university students. This research is expected to provide insight to the public to provide information regarding the influence of student management on learning achievement and can complement further related studies.

LITERATURE REVIEW

Student affairs must not only exist to meet organizational needs, but must also be managed well so that it is of high quality so that students can grow and develop according to their potential, intelligence and social emotionality. According to Imron in Mokodompit et al. (2023) there are two goals in student management, namely, general goals and specific goals. The general aim is to organize student activities to support the teaching and learning process at school and achieve school educational goals. Meanwhile, the specific aim is to improve knowledge, skills and psychomotor skills. meet students' needs and channel and develop students' talents and interests. So, it can be concluded that the aim of student management is to organize student activities so that they can improve their knowledge, skills and psychomotor abilities. According to Fadhilah (2017) student management is the entire process of activities that are planned and carried out deliberately as well as ongoing guidance for all students (in the educational institution concerned) so that they can participate in the teaching and learning process effectively and efficiently. According to Hafis (2020) all aspects of student life at school, both inside and outside the classroom, are known as student management.

Learning achievement can be defined as something that a person can achieve or cannot achieve and can be measured by several indicators, such as test scores, assignment scores, participation in extracurricular activities, and test scores (Azza & Puspitasari, 2020). Learning achievement is the result obtained from a learning process which is the result of an evaluation or assessment carried out by the teacher on his students. There are two components that influence student learning achievement. They are internal factors, which come from within the student, and external factors, which come from outside the student. According to Putri et al. (2021), Student management also has an influence on student learning success because the teaching and learning process is more focused which produces high achieving students. Student success in learning is the school's responsibility. However, if the implementation of student management is carried out well without guidance or attention from parents, the desired goals cannot be fully achieved, so it is hoped that everything can help students achieve success in learning.

Student management has a positive and significant direct and indirect influence on student learning achievement. The results of the test conducted by Leithwood et al. (2019); and Hwang et al. (2021), explains that in terms of qualifications, the relationship between Student Management has a strong relationship, meaning that student learning success must be supported and maintained by Student Management, so that student learning achievement can be achieved directly or indirectly. direct. The successful running of an educational institution will depend greatly on student management, because student management will make a high contribution and provide strong support to other components in achieving school goals, meaning that good or bad student management, both directly and indirectly, can influence student learning outcomes.

METHOD

In the instrument, two measurement methods were carried out, namely the validity test and the reliability test using active students at the Faculty of Economics, Universitas Negeri

Jakarta in the 2021-2023 class. The data obtained has been previously verified to remove invalid data which will affect the results of research data analysis. The primary data collection method in this research was collected through a questionnaire based on the Likert Scale model. A five-point Likert scale was used to measure respondents' opinions in the form of a scale 1-5. Meanwhile, secondary data is collected through library data collection methods, or research whose subjects are found in various library sources. This research has one independent variable, namely student management and one dependent variable, namely learning achievement.

This research uses a quantitative approach using the SPSS (Statistical Package For the Social Sciences) program. Next, data processing will be carried out to check the maximum, minimum, standard deviation and average student scores. The sample is part of the total population characteristics (Sugiyono, 2017). To obtain a representative sample from the population, the sampling technique that will be used is a purposive random sampling technique. The purposive random sampling technique is the selecting participants who have characteristics that match the research objectives. This is a random method that does not require an underlying theory or a specific number of participants. The use of methods is adapted to the problem to be discussed and can be used as a solution to problems related to studies in research. Analysis technique using regression analysis. Before carrying out the regression analysis, a normality test, heteroscedasticity test and homogeneity test were carried out

RESULTS AND DISCUSSION

Respondent Characteristics

In data processing, data quality and hypothesis testing was carried out with a variety of respondents and different sample sizes. In the data quality test, two methods of measurement were carried out, namely the validity test and the reliability test using students at the Faculty of Economics, Universitas Negeri Jakarta. The data obtained has been previously verified to remove invalid data which will affect the results of research data analysis. Based on the study program, there were 66.7% of respondents from the Office Administration Education Bachelor's study program, 13.3% of respondents from the Economic Education Bachelor's study program and the number of respondents from other study programs was 20%. This shows that respondents from the Bachelor of Science in Office Administration Education study program were more involved in this research than other study programs.

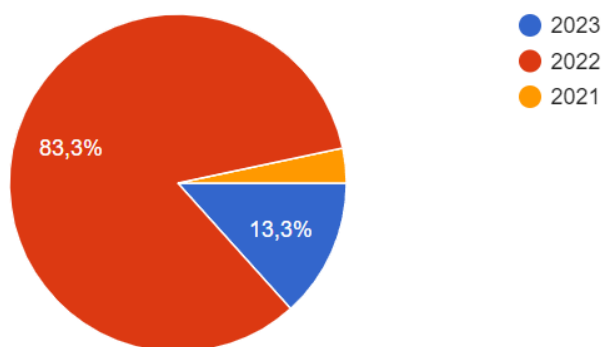


Figure 1. Year of Respondent Force

Source: Processed by researchers

Based on the class year (see Figure 1), there is 1 (one) class that dominates, namely respondents in the Class of 2022, namely 83.3% of respondents. In addition, 13.3% came from

respondents in the Class of 2022 and respondents from the Class of 2023 were only represented by 3.4% of the total respondents.

Validity Test

In this research, a validity test was carried out to ensure that each statement from each variable in the questionnaire was valid or not to be used as a research data source. The validity test was carried out by comparing the r_{count} and r_{table} values for each question item with a significance value of 0.05.

Table 1. Questionnaire Validity Results

Variable	Question Items	F_{count}	F_{table}	Status
Academic Achievement (Y)	1	0,684	0,482	Valid
	2	0,698	0,482	Valid
	3	0,533	0,482	Valid
	4	0,693	0,482	Valid
	5	0,316	0,482	Non-Valid
	6	0,662	0,482	Valid
	7	0,742	0,482	Valid
	8	0,510	0,482	Valid
	9	0,551	0,482	Valid
	10	0,595	0,482	Valid
	11	0,653	0,482	Valid
	12	0,654	0,482	Valid
	13	0,528	0,482	Valid
	14	0,558	0,482	Valid
Student Management (X)	15	0,589	0,482	Valid
	16	0,507	0,482	Valid
	17	0,757	0,482	Valid
	18	0,745	0,482	Valid
	19	0,480	0,482	Non-Valid
	20	0,806	0,482	Valid

Source: Processed by researchers

Results of validity tests carried out on questionnaires created by researchers by processing data using SPSS (See Table 1). The calculated r value in the form of a correlation coefficient for each question is calculated using the Pearson Correlation function. Meanwhile, the r_{table} value for the 30 sample test respondents was 0.482. Based on the test results, it can be concluded that the 18 questions consisting of the Learning Achievement (Y) and Student Management (X) variables are declared Valid because the calculated r value for each question is greater than the r_{table} value.

Reliability Test

Reliability testing is used to determine how reliable and consistent the indicators used as measurement tools are that can be trusted and can be accounted for in research. Cronbach's Alpha was used to measure consistency. If the alpha coefficient is more than 0.70, then the variable can be accepted as reliable.

Table 2. Questionnaire Reliability Results

Variable	Alpha's Cronbach Value	Interpretation
Academic Achievement (Y)	0,870	High Reliability
Student Management (X)	0,891	High Reliability

Source: Processed by researchers

According to the reliability coefficient value category as shown in Table 2, the Learning Achievement (X) and Student Management (Y) values are more than 0.80, which means they have high reliability (good reliability). It can be concluded that the research instrument can be used for further testing in ongoing research, because all statements made about each variable in the questionnaire can be trusted and justified because they are reliable and stable.

Normality Test

The test uses the Kolmogorov-Smirnov test to determine whether the data is normally distributed or not, by comparing the residual values with a significance level of 0.05. If the test results exceed a significance value of 0.5 then the data may be normally distributed and vice versa. Based on the Table 3, it can be seen that the data significance value is $0.110 > 0.05$. It can be concluded that the residual value is normally distributed. So the data is suitable for use in further research.

Table 3. Data Normality Test

		Unstandardized Residual
N		30
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.74728177
Most Extreme Differences	Absolute	.145
	Positive	.060
	Negative	-.145
Test Statistic		.145
Asymp. Sig. (2-tailed)		.110 ^c

Source: Processed by researchers

Heteroscedasticity Test

The heteroscedasticity test was carried out to test the regression model. If the variance in the residual value of each observation is constant, then there is no heteroscedasticity problem. The test uses the Glejser test method, namely regressing the independent variable with the residual absolute value. The Glesjer test results show that the significance value of the Financial Management variable is $0.737 > 0.05$ (see Table 4). So, it can be stated that the regression model is good to continue in further research.

Table 4. Glejser Heteroscedasticity Test

Modal	Unstandardized B	Coefficients std.Error	Standarized Coefficients Beta	r	Sig
1 (Constant)	1.482	3.549		.419	.679
Student Management	.034	.102	.064	.339	.737

a. Dependent Variable: abresid

Source: Processed by researchers

Homogeneity Test

The Homogeneity Test is carried out to determine that several groups of sample data come from populations that have the same variance (homogeneous). Based on the results of the homogeneity test, as shown in Table 5, it shows that the data significance value is $0.243 > 0.05$. It can be concluded that the pretest and posttest scores have the same or homogeneous variance.

Table 5. Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Academic Achievement	Based on Mean	1.461	9	16	.243
	Based on Median	.786	9	16	.633
	Based on Median and with adjusted df	.786	9	7.010	.640
	Based on trimmed mean	1.410	9	16	.263

Source: Processed by researchers

T-Test

The t test is used to determine the significant effect between the independent variable on the dependent variable. This test must be carried out to see whether a hypothesis can be accepted in research. The t test is carried out by comparing the t-count and t-table values with a significance level of 0.05. Based on Table 6, the t test results show that the data significance value is $0.000 < 0.05$ and the t-count value is $5.004 > t\text{-table } 1.701$. Conclusions can be drawn based on the results of hypothesis testing using the t test, H_a is accepted, which means that in this study it is proven that student management has a significant effect on learning achievement and there is a positive relationship in the same direction between student management and learning achievement. The effect is that the better the student management, the higher the learning achievement.

Table 6. T-Statistical Test

Modal	Unstandardized B	Coefficients std.Error	Standardized Coefficients Beta	t	Sig
1 (Constant)	7.688	5.152		1.492	.147
Student Management	740	.148	.687	5.004	.000

a. Dependent Variable: Academic Achievement

Source: Processed by researchers

Coefficient of Determination (R^2)

The coefficient of determination test is carried out to determine the ability of the independent variable to explain the variance of the dependent variable. The purpose of the coefficient of determination test is to determine the level of suitability of the regression model. The coefficient values can be identified by comparing their magnitudes which are between 0 and 1. Based on Table 7, results of the management of the coefficient of determination test, it can be seen that the R-Square value is 0.472, which is close to 1, so that the student management variable is able to explain the learning achievement variable. It can be concluded that the magnitude of the influence of the student management variable is 47.2%. And the remaining 52.8% was influenced by other factors not included in the research.

Table 7. Coefficient of Determination

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.687 ^a	.472	.453	3.814

a. Predictors: (Constant), Student Management
b. Dependent Variable: Academic Achievement

Source: Processed by researchers

Discussion

The results of research that has been carried out through various tests show that student management has a significant and positive influence on student learning achievement. It can

be seen from the results of the t test which shows that student management has a significance value of $0.000 < 0.05$ with a t-count value of $5.004 > t\text{-table } 1.701$, so H_a is accepted and H_o is rejected. Next, to find out how much influence variable X has on variable Y, it can be seen from the R Square result which is 0.472. The calculation results show that the student management variable can contribute 47.2% to the student learning achievement variable, and other variables outside the analyzed regression model contribute 52.8%.

The results of this research are in line with previous research by Fadhila (2023) which stated that there is a positive and significant influence of office management on student learning achievement. Student learning achievement can increase if student management is implemented well. Apart from that, other research that supports this is research conducted by Putri et al. (2021). This research shows that student management also has an influence on student learning success because the teaching and learning process is more focused, which produces high achieving students. The study by Al-Abyadh and Azeem (2022), also added that student management that encourages student independence and student self-confidence can further increase student academic success.

CONCLUSIONS AND RECOMMENDATION

Conclusion

University education is a complex and dynamic process consisting of many parts, such as administrative staff, curriculum, lecturers, and students. To achieve success, the role of educational administration and student management is very important to support the progress of education at universities. Including progress in student learning achievement which is also influenced by the implementation of student management. However, many people do not know the influencing factors of student management because student academic achievement is also greatly influenced by various factors both within the student and the surrounding environment. Based on the explanation above, through this research the researcher wants to identify the support of student management in promoting academic achievement: a case study in higher education. The hypothesis states that Student Management has a positive effect on student achievement. Accepted. This is supported by test results which state that student management has a positive and significant effect on student learning achievement. The effect is that the better student management, the higher learning achievement.

Recommendation

Based on the research results and conclusions, the researcher provides several suggestions for further researchers as follows: (a) This research only tests the student management, and academic achievement. Therefore, it is recommended that further research pay attention to and expand other variables to be studied; (b) This research uses a quantitative approach with data analysis techniques regression using SPSS. Therefore, it is recommended that further research use other research methods and data analysis techniques in accordance with the research objectives; and (c) To produce a good research model, it is recommended that future researchers use these findings to compare or refer to previous research on student management theory and learning achievement, and can add and change independent and dependent variables to gain a deeper understanding of this research.

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