Holistic Student Management Strategy for Strengthening Character: Case Study at SMP Muhammadiyah 7 Colomadu

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ARTICLE INFO	ABSTRACT
	The weak character of students in terms of discipline, responsibility, and empathy is one of the main challenges in education today. The government responded to this problem through SEB No. 1 of 2025 which emphasizes the importance of strengthening character in the school environment through planned and sustainable activities. This study aims to describe the practice of holistic student management at SMP Muhammadiyah 7 Colomadu, analyze its role in shaping student character, and identify obstacles and opportunities for its implementation. The study used a qualitative approach with a phenomenological method, with data collection techniques in the form of observation, in-depth interviews, and documentation. The main informant was the Vice Principal for Student Affairs. The results of the study showed that the school implemented comprehensive student management, from planning, organizing, to program evaluation. Activities such as Dhuha prayer, coding, debate, and cadre formation through IPM contributed to shaping the values of religiosity, leadership, discipline, and social responsibility of students. The main obstacles came from the negative influence of the external environment and lack of family involvement, while opportunities were supported by a strong school culture and the active role of students and parents. This study concludes that holistic student management plays a significant role in shaping student character and can be used as a model for implementing sustainable character education

INTRODUCTION

The weak character of students in educational units is still an important issue in the development of Indonesian human resources. Problems such as low discipline, lack of social empathy, and fading sense of responsibility are often seen in students' daily behavior (Wijaya & Tanjungpura, 2024). The phenomenon of weak character of students in educational units is reflected in various national and international education indicators. The 2022 PISA report shows that Indonesian students' scores are still far below the OECD average, which is 359 for literacy, 366 for mathematics, and 383 for science. In addition, only around 25% of Indonesian students achieve the minimum proficiency level in literacy, and 18% in mathematics, far below the OECD average of 74% and 69%. At the national level, the Community Literacy Development Index (IPLM) in 2022 was at 64.48 out of 100, indicating that the community's literacy culture is still moderate and uneven. These data show that the education system still places too much emphasis on cognitive aspects, while character dimensions, such as discipline, empathy, and social responsibility, have not received proportional attention in daily educational practices. This fact shows that our education system still places too much emphasis on the cognitive aspect, while the character dimension and the development of social values have not received a balanced share of attention (Faiz et al., 2021).

In response to the challenges of student character, the government issued Joint Circular Letter (SEB) Number 1 of 2025 which emphasizes the importance of strengthening character education through habituation in educational units. This policy emphasizes eight main values that must be instilled in students' daily lives, namely religiosity, morality, discipline, hard work, creativity, independence, physical health, and social concern. Through the "Seven Habits of Great Indonesian Children" program, schools are required to implement routine activities such as timely worship, sports, maintaining cleanliness, and reflective activities at least twice a week (Sinulingga, 2025). This approach demands that all educational activities, both academic and non-academic, are arranged in an integrated and sustainable manner as a systemic strategy in forming the character of students.

Student management with a holistic approach is seen as a relevant and contextual strategy to answer the challenges of character education in schools (Sari et al., 2025). This approach emphasizes the importance of integration between academic management, life skills development, and strengthening moral and spiritual values in one integrated system. In its implementation, holistic student management includes the process of planning, implementing, and evaluating student activities that are structured and oriented towards personality formation. However, in practice, not many educational units have implemented this model comprehensively. Most schools still implement a partial approach that separates academic learning from character development programs, so that the impact is less than optimal and tends to be unsustainable.

SMP Muhammadiyah 7 Colomadu is one example of a school that has tried to build holistic student management. With around 69 students and accreditation status B, this school organizes various programs such as Dhuha prayer, morning dhikr, Clean Friday, coding activities, and community social services. These programs not only aim to create a religious atmosphere, but also support character building through positive habits and active involvement of students in school life. Worship is not just an obligation, but a basic need in life that needs to be maintained consistently. This activity should be born from a sincere

awareness of the conscience (Anugrah & Shobahiya, 2024). However, there is still little research that specifically examines how holistic student management is systematically implemented in religious value-based schools. The available literature generally focuses on the normative aspects of character education policies, without explaining in depth the managerial practices that support the integration of character values in school life. This gap indicates the need for contextual studies that can describe real practices in the field and assess the extent to which these strategies have an impact on student character formation.

This study presents novelty by exploring how student management can function as a strategic instrument in forming students' characters comprehensively, especially in an Islamic value-based school environment. This study not only presents the practice of implementing student management, but also examines various challenges and supporting factors within the framework of the current national character education policy. The purpose of this study is to describe the practice of holistic student management at SMP Muhammadiyah 7 Colomadu, analyze its role in strengthening students' characters, and identify obstacles and opportunities in its implementation effectively and sustainably.

LITERATURE REVIEW

1. Student Management

a. Understanding student management

Student management is a series of efforts that are designed and implemented systematically to guide students in a sustainable manner, so that they can follow the learning process effectively and efficiently (Parozak & Rosita, 2025). According to Mulyasa, student management aims to create conditions that support the learning process and development of students, both academically and non-academically (Alai et al., 2024). This management not only includes recording student administrative data, but also involves managing extracurricular activities, disciplinary coaching, counseling services, and developing students' personal potential (Nugroho & Yasin, 2024). In the context of modern education, student management must be proactive, adaptive, and support the achievement of educational goals holistically (Yosiana & Mardizal, 2024).

b. The goals and functions of student management

Student management aims to organize student activities so that the learning process takes place in an orderly, effective manner and in accordance with educational goals (SULISTIAWATI, 2025). To achieve this, student management includes four main activities: new student admissions, academic coaching, counseling, and monitoring student discipline. According to Siagaan in Soebagio, the management function includes certain tasks that must be carried out independently. In Indonesia, the student management function implemented by government institutions includes planning, organizing, directing, and supervising (Nugroho & Yasin, 2024).

1. **Planning**

   Planning is the process of determining strategic steps to achieve future goals. Planning reflects the ability to make decisions now for future activities.

2. **Organizing**

   Organizing is an administrative activity that structures, forms working relationships, and determines the parties who are given authority to achieve harmony in an effort to achieve common goals. Organizing also involves the process of determining, grouping, arranging, and forming patterns of working relationships between individuals to achieve organizational goals.

3. **Actuating**

   Actuating is an effort to motivate members of an organization so that they have the desire and make maximum efforts to achieve organizational goals.

4. **Control**

   Controlling is the process of determining desired outcomes, measuring those outcomes, and making corrections to the implementation of activities. If necessary, corrective actions are taken to keep activities running according to plan.

c. **Principles of Student Management**

   The principles of student management are the basis for implementing student management. These principles include (Putri et al., 2021):

   1. Student management is the whole of school management
   2. The implementation of student management must have a vision, mission, and goals that are in line with the educational mission as an effort to educate students.
   3. Educational activities must be directed towards building unity and togetherness of all students.
   4. Student management must lead to guidance and mentoring of students with various models.
   5. Student affairs programs must direct and lead to student independence.

d. **Scope of Student Management**

   All activities in the school are designed to support optimal student development. Therefore, it is necessary to provide a supportive environment so that students can develop according to their potential (Solechan & Abdullah, 2022).

   1. **Student planning**

Planning is carried out to determine the number of students accepted, so that services to students can be carried out optimally.

2. **New student Admission**

Admission of new students is an important activity that must be managed well so that the teaching and learning process can start on time on the first day of the new school year. New students can register in the following ways:

a) Formation of new student admissions committee

b) Making and posting announcements for accepting new students which are done openly.

3. **Student organization**

Grouping students, especially students who have just joined through new student orientation activities, aims to ensure that the teaching and learning program runs smoothly and effectively. Each school groups its students every year to support the smooth running of the teaching and learning process. Grouping can be done like this:

a) Classification of classes so that the teaching and learning process runs conducively.

b) Classification of fields of study, namely majors according to the talents and interests of students.

c) Classification based on ability to group students according to their ability level.

d) Classification based on interests in extracurricular activities, gives students the freedom to choose activities that suit their interests.

4. **Student orientation**

The purpose of the reception activities is to introduce students to the context and conditions of the educational institution where they will study. This includes an introduction to the physical environment of the school as well as the social environment that applies in the school.

5. **Service development**

Usually doing activities called curricular and extracurricular activities.

6. **Student organizations**

Student Organization, known as OSIS (Intra-School Student Organization), is the only organization recognized in schools. OSIS functions as a forum to accommodate student aspirations and channel activities that are in accordance with student interests and talents outside of the regulated curricular activities.

7. **Student assessment**

Recording and reporting activities begin from when students are accepted at school until they graduate or leave school. This process includes all

information related to the development and status of students while at school.

8. Graduation

After students complete the entire educational program at an institution and successfully pass the final exam, they will be given a certificate of graduation as a sign of graduation from the educational institution.

2. Holistic Approach in Education

The holistic approach emphasizes that education must pay attention to all aspects of student development, namely cognitive (knowledge), affective (attitudes and values), and psychomotor (skills) (Ika et al., 2024). According to Miller, holistic education views students as whole individuals, so the educational process must help them grow intellectually, emotionally, socially, spiritually, and physically (Halawa et al., 2024). In student management practices, a holistic approach is seen from activities that not only encourage academic achievement, but also shape students' personalities through habituation activities, character building, and active involvement in school life. In religious-based schools, a holistic approach also includes spiritual development as part of character building.

3. Character Education

Character education is a planned and systematic effort to instill moral values and virtues in students (Maqbulah et al., 2025). According to Lickona, character education includes three main components: moral knowing, moral feeling, and moral action. Character is formed through role models, habits, and active involvement of students in a supportive social environment. The Indonesian government through Presidential Regulation Number 87 of 2017 concerning Strengthening Character Education (PPK) and updated with Joint Circular Letter Number 1 of 2025 emphasizes that character education must be integrated into all activities in schools, both intracurricular, co-curricular, and extracurricular (Intania et al., 2025).

METHOD

Firstly, the method used in the research must be defined. Is it a quantitative method?, a qualitative method? or a mixed method?. If the method used is a quantitative method, it must also be stated what quantitative approach was used, whether experiment or nonexperiment. If the method used is a qualitative method, it is necessary to explain the approach taken whether it is in the form of case study, descriptive, phenomenology, ethnography, grounded theory and / or biography. Finally, if the Mixed Method is used, the designed must be explained; explanatory, exploratory or embedded. All selected research designs are explained in detail along with the reasons for choosing that research design.

Secondly, the setting and the participants of the study must be described. If the research design chosen is a qualitative research design, then what must be explained is the place where we access the data. The characteristics are described in full, along with the specific phenomena that have occurred so that the location is the place for

the case to be studied. It also needs to explain the criteria for selecting participants and how to ensure their willingness to become research participants. If the research design used is quantitative, it is necessary to have information about the study population and a sampling technique that is representative of the study population area.

Thirdly, The techniques to collect the data must be described. If the data collected is in the form of quantitative data, it is necessary to explain the various quantitative data collection instruments. For example, the instruments used are tests and questionnaires, it is necessary to explain how to translate the results of responses to questionnaires and tests into the form of scores. In addition, it is also necessary to explain how to ensure that both the tests and questionnaires used are valid and reliable (types of analysis of reliability and validity along with the results need to be explained along with the results). If the instrument is a ready made instrument, it is necessary to explain where the reference source for the instrument is and how its validity and reliability values are. Furthermore, the procedure for distributing the questionnaire and test must be explained.

If the research design used is qualitative, it is also necessary to explain what instruments were used. Usually in qualitative research, the instruments used are interviews and observations. If the interview is used as one of the research instruments, it must be explained in detail the purpose of conducting the interview, the questions given to the respondent, the number of interviews conducted and how long it takes to interview one respondent. Furthermore, if making observations, it must be described the purpose of the observation, who was observed, how many observations were made, and what aspects are observed. Because the terms validity and reliability are not known in qualitative data collection, it is necessary to explain how to ensure the validity of the data. Whether by using triangulation, intercoder, member checking, peer de briefing or expert judgment.

Finally, the way to analyze the data must be described. If the data is qualitative data, then it should be mentioned thematic analysis procedures for analyzing qualitative data into themes of the data coding process.

If the data is quantitative data, it must describe the steps of statistical analysis, be it the distribution of the data, the prerequisite and inferential tests used to analyze the quantitative data.

FINDINGS

1. Holistic Student Management Practices

Data analysis shows that student management practices at SMP Muhammadiyah 7 Colomadu are implemented comprehensively and systematically. Based on the results of observation, documentation, and interviews, it was found that the student management process includes the following stages: planning, student admission, organizing, coaching, assessment, and graduation. Each stage is carried out with the principle of integration between academic, social, spiritual, and character aspects of students.

Tabel 1. Holistic Student Management Practices at SMP Muhammadiyah 7 Colomadu

No	Aspect	Practices Implemented
1.	Planning	Student activity planning is done collaboratively between the school, teachers, parents, and the surrounding community. Each program is designed based on the results of the evaluation of student needs and is directed at academic development, life skills, and character. Planning also refers to the school's vision and mission based on Islamic values.
2.	New student Admission	The new student admission process is carried out openly and transparently, through a series of stages such as information publication, applicant data collection, written tests, student and parent interviews, and initial assessments to map the potential and needs of each student. This system aims to ensure that students are in line with the school culture from the start.
3.	Organizing	Once students are accepted, the school groups them based on their interests and abilities. Students can enter special programs such as tahfidz classes (religious focus), ICT classes (technology), or regular classes. In addition, the school gives students the freedom to choose extracurricular activities according to their respective talents
4.	New Student Orientation	Student orientation not only introduces the physical facilities of the school, but also familiarizes new students with the values of the school. Unique activities such as staying overnight at the mosque are used as a medium to build social ties, strengthen spiritual values, and instill discipline, responsibility, and solidarity from the beginning of the learning period.
5.	Coaching & Service	The school provides various extracurricular activities such as tahfidz, sports, arts, coding, and social activities. This program is designed to develop students' potential as a whole. Activities are carried out routinely and integrated with the learning program, thus strengthening students' personalities and characters in real terms.
6.	Student Organization (OSIS)	OSIS is a place for students to learn democracy and leadership. Students are actively involved in planning, implementing, and evaluating school activities. Through OSIS, students are trained to be responsible, work together in teams, and develop managerial skills that are very useful for their future.
7.	Evaluation	Student assessment is done holistically and continuously. Not only academic results are considered, but also activeness in school activities,

		attitude, discipline, and leadership. The assessment results are used to map student development and determine further coaching interventions if needed.
8.	Graduation	The graduation process at this school considers academic and non-academic aspects in a balanced way. Character assessment, social responsibility, student participation in activities, and leadership are part of the graduation indicators. This ensures that students who graduate are truly intellectually and morally ready.

2. The Role of Student Programs in Strengthening Character

Based on interviews with the Vice Principal for Student Affairs, it was found that each program was designed to instill character values. Activities such as Dhuha prayer, coding, debate, IPM, and lodging in the mosque really shape religiosity, caring, responsibility, discipline, and leadership.

Tabel 2. The Role of Student Programs in Strengthening Student Character

No	Programs / Activities	Character Values Formed
1.	Dhuha Prayer and Morning Dhikr	Through these routine activities, students are guided to build consistent spiritual habits. These activities also help instill the values of discipline, inner peace, and make worship a meaningful part of the school routine.
2.	Clean Friday	This activity encourages students to care more about environmental cleanliness and foster collective responsibility. Students learn to work together to maintain school facilities, which ultimately fosters the values of social awareness and mutual cooperation.
3.	Coding and Debate Program	Train students to think systematically and critically, and get them used to conveying ideas in a logical and ethical manner. This program also hones patience, perseverance, and problem-solving skills, and encourages confidence in public speaking.
4.	Muhammadiyah Student Association (IPM)	IPM is a means of student cadreship to foster leadership, independence, and teamwork skills. Student-led activities directly instill the values of responsibility, maturity in attitude, and a spirit of social service in the school environment and outside of school.
5.	Staying at the Mosque	This activity instills the values of togetherness, empathy, discipline, and responsibility. By living together, students learn to share space and time, and understand a simple but meaningful life spiritually and socially.

4. Obstacles and Opportunities

Other findings show that the implementation of holistic student management is not free from external challenges, such as the negative influence of social media and the minimal role of families. However, the religious school culture, the active role of OSIS and IPM, and parental involvement are driving factors for the success of the program.

Tabel 3. Obstacles and Opportunities in Implementing Student Management

No	Category	Explanation
1.	Obstacle	The main challenges come from outside the school, such as the influence of social media, a consumerist lifestyle, and a lack of moral guidance from the family. These factors often cause a gap between the values instilled in schools and students' behavior outside the educational environment.
2.	Opportunity	The school has a strong religious culture and support from active student organizations (IPM and OSIS). Close collaboration with parents through regular communication forums and student involvement in spiritual and social activities are opportunities to strengthen character building.

DISCUSSION

Student management implemented at SMP Muhammadiyah 7 Colomadu shows a comprehensive approach, touching all aspects of student development that are not only limited to the academic realm. The results of the study show that this school has succeeded in building an integrated student management system, starting from the planning stage, accepting new students, organizing classes and activities, to assessment and graduation processes. The entire process is designed in an integrated and participatory manner, by actively involving teachers, students, parents, and the community. From these findings, it can be interpreted that student management in this school is not just an administrative arrangement, but rather an important strategy in creating a learning environment that supports the growth and development of students as a whole, both in terms of intellectual, emotional, spiritual, and social aspects. Activities such as Dhuha prayer, morning dhikr, coding, debate, and overnight programs at the mosque are concrete examples of how student programs are designed to foster character values such as discipline, responsibility, social awareness, and leadership.

This finding is in line with the idea of character education developed by Thomas Lickona, which emphasizes the importance of integration between aspects of moral knowing, moral feeling, and moral action. At SMP Muhammadiyah 7 Colomadu, students not only receive theoretical teachings of values, but are also invited to internalize and apply them in everyday life through consistent and continuous habituation. This provides advantages over approaches that only rely on lectures or

materials in class. In addition, the holistic student management approach based on Islamic values as implemented in this school has not been widely studied and developed systematically in academic literature. Therefore, the results of this study provide an important contribution in broadening the understanding that student management does not always have to refer to a technocratic approach or a western system alone. In fact, an approach based on local and religious values can be a contextual and relevant alternative in shaping students' personalities.

In practice, this model is also in line with the direction of national education policy, especially the Character Education Strengthening Program (PPK), which places character building as the main goal of education. SMP Muhammadiyah 7 Colomadu is able to translate this policy into real activities that are integrated into students' lives, not just symbolic activities. This shows that structured student management can be a reinforcement in the process of internalizing positive attitudes and behaviors among students. However, the implementation of student management in this school is also not free from challenges. The influence of the external environment, such as uncontrolled use of social media, lack of parental involvement, and a consumptive lifestyle, are serious obstacles in maintaining the continuity of values instilled in schools. Awareness of this makes family and community involvement an important element in maintaining the consistency of character education.

Furthermore, the holistic approach implemented by the school reflects a deep understanding that education is not only aimed at transferring knowledge, but also at shaping the character and identity of students. The strategy used combines structural (school policies) and cultural (habituation of values in daily life) approaches, thus creating a lively and meaningful learning atmosphere. Programs such as orientation overnight stays at the mosque, active involvement in OSIS and IPM, as well as Clean Friday activities and morning dhikr are real examples of simple strategies that have a big impact on shaping students' character. This practice reflects the principles of holistic education as put forward by Ron Miller, who emphasized that the goal of education is not only to educate the mind, but also to educate the heart.and soul. In this context, SMP Muhammadiyah 7 Colomadu has implemented the principle of holistic education in real terms. This approach not only touches on the cognitive aspect through academic learning, but also strengthens the affective and spiritual aspects through consistent and meaningful habituation activities. For example, activities such as Dhuha prayer and morning dhikr are not only routines, but also part of an effort to build students' spiritual habits in depth.

Furthermore, extracurricular activities such as coding and debate are not only aimed at training 21st century skills, but are also directed at character building such as hard work, perseverance, and self-confidence. Meanwhile, the overnight program at the mosque and student involvement in organizations such as OSIS and IPM are important forums for fostering independence, leadership, and the ability to interact socially in a healthy way. This proves that the school does not just organize student

activities, but consciously integrates character values into every activity. Theoretically, this finding can be considered as a modified form of the traditional student management model. If the old model tends to emphasize the administrative aspects and supervision of student behavior, then the approach of SMP Muhammadiyah 7 Colomadu is closer to the transformative student management paradigm, namely student management that focuses on empowerment, coaching, and value development. This transformation can be seen from the clarity of the school's vision, the active participation of all stakeholders, and the integration of Islamic values into all student management practices.

The main strength of this model lies in the integration of systems, culture, and community involvement. Teachers do not only act as educators, but also as character builders. Parents do not only becomeproviders of children's academic needs, but also involved as strategic partners in the character education process. Schools open up broad communication spaces with parents through forums, regular meetings, and collaboration in religious and social activities. Thus, character education that is implemented does not only take place in schools, but is also strengthened in the family environment. The surrounding community also becomes part of the educational ecosystem built by the school. Activities such as Clean Friday and environmental community service, which involve local residents, are concrete examples of social collaboration that foster a spirit of mutual cooperation and collective concern for the environment. This approach creates a bridge between the school world and the outside world, while making education a shared responsibility, not just the responsibility of formal institutions.

The integration of values, policies, and practices shows that the student management model at SMP Muhammadiyah 7 Colomadu has been running systematically and in a directed manner. There is no gap between ideas and implementation in the field. The programs that are run are not only on paper, but are truly implemented and become part of the school culture. This is proof that the holistic student management that is implemented is not just a concept, but has become a real practice that is lived by all members of the school. This success is also inseparable from the role of the principal and teachers who demonstrate strong moral leadership. They not only create programs, but also become role models in implementing them. Values such as discipline, responsibility, perseverance, and empathy are not only taught, but exemplified in daily interactions. This is what strengthens the process of internalizing values in students.

In a broader context, this kind of student management model has great potential to be replicated in other schools, especially those based on religious values. However, of course, its implementation needs to be adjusted to the local context, school culture, and the capacity of human resources owned. The essence is not in the form of the program alone, but in the philosophyofi education that underlies that every student is a unique individual and has the potential to develop holistically. Therefore, effective student management is not only seen from the success of managing student

administration, but from the extent to which the system is able to inspire, guide, and develop the character and identity of students. The implications of these findings indicate that holistic student management that is planned and implemented with noble values can be a strong foundation for the formation of student character that is resistant to the challenges of the times. Education in the 21st century is not enough to only develop cognitive intelligence, but also demands the formation of strong character so that students are able to think critically, be empathetic, and act responsibly in their social lives.

For education policy makers, this approach can be used as a model in designing student management policies that are not only oriented towards academic results, but also on strengthening character and moral integrity. Schools in Indonesia, especially those under the auspices of religious institutions or those with a vision of value-based education, can adapt these principles to improve the quality of student management in their institutions. Likewise for researchers and academics, these findings open up opportunities to develop further, more in-depth studies on student management based on local and religious values. This is important to enrich educational literature that has been dominated by modernistic and western approaches. By exploring successful local practices such as those at SMP Muhammadiyah 7 Colomadu, the academic world can provide more contextual and applicable contributions to the problems of character education in Indonesia.

Overall, the success of SMP Muhammadiyah 7 Colomadu in implementing holistic student management is not only evidencethat character education can be implemented in a real and sustainable manner, but also as a concrete example of how an educational institution is able to build a healthy, inclusive learning ecosystem that is firmly rooted in local spiritual and cultural values. This success reflects that schools are not only a place to transfer knowledge, but also a center for fostering values and morals that are inherent in every student's daily activities. When student management is designed holistically and involves all stakeholders, the education process is no longer one-way, but becomes a joint movement that encourages the transformation of student character from within.

Moreover, this practice shows the importance of collective commitment in the world of education. Teachers, principals, parents, and the community need to position themselves not only as implementers, but also as educators who are able to instill examples and values of life. With this synergy, student management is not only an instrument of management, but also a means of forming a generation that is moral, competitive, and has a high social spirit. Finally, it can be concluded that the holistic student management approach at SMP Muhammadiyah 7 Colomadu is a real form of the implementation of comprehensive and systemic character education. This model can be an inspiration for other schools in building an education system that is not only responsive to the demands of the times, but also able to answer the moral challenges of the younger generation with a humane, relevant approach, and based on the values of faith and nationality.

CONCLUSION

The results of the study indicate that student management at SMP Muhammadiyah 7 Colomadu has been implemented holistically by involving all components of the school, from planning to evaluation of student activities. Each student program is designed not only to support academic success, but also to develop students' character, skills, and moral values. Activities such as grouping students based on potential, orientation based on religious values, and various extracurricular programs such as coding, tahfidz, and the Muhammadiyah Student Association (IPM) are real manifestations of a comprehensive approach in student development. The role of student management is very large in shaping student character, especially through habituation, leadership training, and active involvement of students in school life.

However, the implementation of student management is not free from challenges, especially the negative influence of the external environment and the limited role of the family in the character education process. However, the existence of a strong school culture, participation of student organizations, and parental support are important opportunities to strengthen the program in a sustainable manner. With a consistent and adaptive approach, student management at SMP Muhammadiyah 7 Colomadu can be used as an example of good practice in realizing character education based on Islamic values that are contextual, sustainable, and relevant to the challenges of social life and education today.

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