

BEHIND THE SCENES: RETHINKING STUDENT TRACKING FOR HOLISTIC DEVELOPMENT**Yudi Sahara**Universitas KH. Mukhtar Syafaat Blokagung (UIMSYA)
e-mail: Yudisahara220502@gmail.com**ABSTRACT**

This study aims to critically examine student tracking practices in educational institutions and review their relevance to holistic student development. The focus of the study is on how tracking systems that differentiate students based on academic ability can impact their cognitive, affective, and social development. The research method used was descriptive qualitative, with a case study approach in a high school that implemented a tracking system for both advanced and regular classes. Data were collected through observation, in-depth interviews with teachers and students, and analysis of school documents. The results indicate that student tracking has two sides: on the one hand, it improves teaching effectiveness for high-ability students, but on the other hand, it has the potential to create social disparities and decrease motivation for students in regular classes. These findings emphasize the importance of transforming the educational paradigm toward a more humanistic and collaborative approach, where each student is viewed as a unique individual with diverse potential. This study's contribution lies in its effort to offer a holistic development-based tracking model that balances academic, emotional, and social aspects, thus serving as a reference for educational institutions in designing more inclusive and equitable policies.

Keywords: *student tracking, holistic development, inclusive education.*

A. Introduction

In addition to inequality and psychological impacts, student tracking also hinders the goal of holistic education, which emphasizes the development of all human potential. Tracking systems that focus on cognitive achievement often neglect students' social, emotional, moral, and spiritual aspects (Ummatunisak, 2025). Many schools with strict tracking systems assess success primarily through exam results and academic rankings, rather than character development, empathy, and collaborative skills. Evidence from the field shows that students in non-tracking systems are actually more creative and have a stronger sense of social responsibility. This proves that the traditional tracking approach is not in line with

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the concept of holistic human development. Therefore, a paradigm shift in education is needed that positions each student as an individual with the potential to grow holistically, rather than merely an academic entity (Utomo & Rizqa, 2024).

Student tracking based on academic ability has become a social phenomenon reflecting inequality in the education system. This is because tracking or grouping students based on achievement creates unequal access to facilities and teacher attention. Students in superior groups often receive better resources, learning methods, and motivation than students in regular classes (Savitri, 2024). Empirical evidence shows that schools with strict tracking systems tend to create a learning gap between high- and low-achieving students (Yasin et al., 2024). Therefore, this practice needs to be reviewed to ensure that every student has equal learning opportunities to develop optimally.

The novelty of this research lies in its attempt to integrate the concept of student tracking with a holistic development paradigm that positions students as whole individuals within a social, emotional, and cultural context (Widodo, 2021). While previous studies have only highlighted the weaknesses of conventional tracking systems and emphasized the need for a paradigm shift from a focus on academic performance to a more holistic approach, this study seeks to go further by offering a concrete implementation framework for realizing holistic development-based tracking. This research views tracking not merely as an administrative mechanism but as a process of establishing a learning ecosystem that balances academic achievement, emotional well-being, and students' social connections with their community (Astari et al., 2024). Thus, the main novelty of this research is the development of a conceptual and strategic model for student tracking oriented toward the socio-cultural ecosystem, which has not been systematically described in previous research. This research is expected to fill the theoretical and practical gaps by formulating a tracking approach that truly supports student development in a comprehensive and sustainable manner.

The study, "Behind the Scene: Rethinking Student Tracking for Holistic Development," is important because the student tracking systems currently implemented in many educational institutions still tend to focus solely on academic achievement and ignore other dimensions of human development. This narrow approach has the potential to create gaps, psychological stress, and a loss of true learning meaning for students. On the other hand, the concept of holistic development demands a balance between cognitive, social, emotional, and spiritual abilities so that students can grow as whole and empowered individuals within their social environment (Wijayanti et al., 2024). Based on the novelty of this research, the need for an implementable framework that combines tracking with holistic development principles is urgent. Currently, previous research has largely remained conceptual, lacking practical models applicable to schools. Therefore, this research urgently needs to formulate concrete strategies for redesigning the student tracking system to accommodate students' diverse potential and sociocultural backgrounds, while simultaneously strengthening equity and well-being in the educational process. This research aims to develop a holistic development-based student tracking model that can be systematically implemented in educational settings (Rusmanto & Hanif, 2024).

B. Research Methodology

The unit of analysis in this study is the student tracking system at SMA Darussalam Blokagung, which is examined through a holistic development perspective. This school was chosen because it has interesting characteristics, namely combining an academic approach with strong Islamic and social values (Widodo, 2021). The research focuses on how tracking is implemented in teaching and learning activities, how students are treated in different learning groups, and the extent to which this approach supports students' holistic development, including cognitive, affective, social, and spiritual aspects. Therefore, the unit of analysis in this study includes not only the formal tracking structure but also the social and psychological dynamics that form within it

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(SURYANINGTYAS, 2023).

This research uses a qualitative approach with a case study because it aims to deeply understand the phenomenon of student tracking in the real context at SMA Darussalam Blokagung. This approach allows researchers to explore the meanings, perceptions, and experiences of educational actors directly involved in the tracking system (Handoko et al., 2024). The case study was chosen because it provides an opportunity to examine tracking not only as an administrative policy, but as a complex and layered social practice. In this design, the researcher acts as the primary instrument, interacting directly with the research subjects through observation and interviews (Achjar et al., 2023). The data obtained will be analyzed descriptively and interpretively to uncover patterns of meaning behind tracking practices. With this design, it is hoped that a deeper understanding of how tracking can be transformed into a system that supports the holistic development of students in a complete and sustainable manner is expected. The sources of information in this study involved four main groups of informants: the principal, the vice principal for curriculum, teachers, and students (Yumnah et al., 2023). The principal provided information on general policies, the school's vision and mission, and the direction of the student tracking policy. The Vice Principal for Curriculum served as a key resource in explaining the technical and administrative aspects of the tracking system, including the rationale for student grouping. Teachers, particularly homeroom teachers and subject teachers, contributed insights into learning dynamics, perceptions of differences in student abilities, and the approaches they used to support students' holistic development. Meanwhile, students served as the primary data source for understanding their direct experiences with tracking, including academic, social, and emotional aspects. With this combination of informants, this study is expected to produce a comprehensive picture of the interaction between the tracking system and student development as a whole (Fadli, 2024).

No. Informant	(Estimate) Role in Research	Types of Information Provided
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1	Headmaster	1 person	Providing information on general policies and the school's vision and mission	Tracking policies, school development directions, and philosophical basis for student tracking
2	Deputy Principal for Curriculum	1 person	Explains the technical and administrative aspects of student tracking	The basis for student grouping, tracking implementation procedures, and curriculum supervision
3	Teachers (Homeroom Teachers and Subject Teachers)	4-6 people	Provides insight into the implementation and impact of tracking in the classroom	Learning dynamics, differentiation strategies, and views on students' holistic development
4	Learners	8-10 people	Provides hands-on experience with tracking implementation	The impact of tracking on learning motivation, social relationships, and emotional well-being

The data collection process in this study was conducted through three main techniques: observation, interviews, and documentation. Observations were conducted in a participatory manner to observe learning activities, teacher-student interactions, and classroom dynamics at different levels of tracking (Ixfina, 2024). Through observation, researchers were able to capture real-world situations without direct intervention. In-depth interviews were conducted with the principal, curriculum vice-principal, teachers, and students to explore their views, experiences, and perceptions of student tracking and its impact on holistic development. The interviews were semi-structured to allow flexibility in gathering contextual data. Furthermore, documentation was used to supplement information in the form of school documents, curriculum, class divisions, academic grades, and records of students' non-academic activities (Akbar et al., 2024). The combination of these three techniques helped researchers obtain rich, valid, and contextual data regarding tracking practices at SMA Darussalam Blokagung.

Data analysis was conducted in stages through three main processes: data reduction, data display, and data verification (Kusuma, 2021). In the data reduction stage, researchers selected, grouped, and simplified data from observations, interviews, and documentation to focus on

findings relevant to holistic tracking and development. The data display stage was carried out by presenting data in narrative form, tables, and matrices to facilitate the drawing of patterns and relationships between variables. The data verification stage was carried out by reviewing the findings to ensure the consistency and validity of the meanings obtained. The analytical methods used included content analysis, to understand the meaning of interview texts and documents, discourse analysis, to uncover the socio-cultural meanings contained in tracking practices, and interpretative

analysis to explore the values and deeper meanings of the informants' experiences (Safitri & Murhayati, 2023). Through this analysis, the research is expected to produce a comprehensive understanding of how the tracking system can be reconstructed into a model that supports holistic student development at SMA Darussalam Blokagung.

C. Results And Discussion

Teachers Become Key Actors in the Implementation of Holistic Tracking

The role of teachers as primary facilitators in student tracking demonstrates a social shift in education that increasingly emphasizes a humanistic and holistic approach. At SMA Darussalam Blokagung, teachers no longer function merely as transmitters of material but also as drivers of the holistic development of students' potential. They have begun implementing differentiated instruction and collaborative learning strategies so that every student, in both advanced and regular classes, has equal and meaningful learning opportunities (Gymnastiar, 2024). This phenomenon reflects a shift in the social paradigm of education from a selection-oriented system to one oriented toward human development. Teachers become key actors bridging policy and classroom realities, creating an inclusive and adaptive learning climate for student diversity (Purnomo, 2024). Thus, tracking practices are now beginning to be understood as a dynamic social process that positions teachers as agents of change toward a more equitable and holistic education.

"In the past, we focused more on grades and test results. Now we're starting to realize that children can't be judged solely by numbers. Our job isn't just to teach, but to understand what they like, what motivates them, and even what makes them struggle to thrive. Tracking ultimately becomes a way to get to know them better, not to distinguish who's smart

and who's not." {Teacher}.

Interview results indicate that teachers are highly aware of the importance of their role in creating tracking that is oriented towards holistic student development. Teachers at SMA Darussalam Blokagung emphasized that tracking should not be a tool to separate high-achieving and low-achieving students, but rather a means of understanding individual learning needs. They revealed that the implementation of differentiated instruction and collaborative learning helps foster self-confidence and active participation in students at all ability levels (Yulaichah et al., 2024). Furthermore, teachers also recognize the need to balance academic demands and character development for students' holistic development. Interpretation of these interview results confirms that teachers are not only policy implementers but also agents of educational transformation capable of transforming the tracking system into a more inclusive, empathetic, and humanity-oriented learning process (Taridala & Anwar, 2023).

Based on the findings and discussion, it can be concluded that the success of student tracking in the context of holistic development depends heavily on the active role of teachers as facilitators and agents of change in the school environment. At SMA Darussalam Blokagung, teachers not only implement the tracking policy established by the school but also strive to interpret and implement it more humanely through a differentiated instruction and collaborative learning approach. This effort demonstrates a paradigm shift from selective tracking to adaptive and inclusive tracking, by positioning each student as a unique individual with the right to develop according to their potential (Paramansyah & Parojai, 2024). Tracking is no longer a tool for separation, but rather a medium for understanding diversity and supporting students' holistic growth, both academically, socially, and emotionally. Thus, the role of

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teachers is central to the transformation of the tracking system towards a more equitable, empathetic, and humanity-oriented education (Savira, 2023).

Tracking Shaping Social Identity and Emotional Dynamics in the Classroom

Student tracking in schools not only impacts academic aspects but also shapes social identity and emotional dynamics within the classroom (Aroby et al., 2024). Students placed in superior classes tend to have high self-confidence and feel socially recognized, while students in non-superior classes often experience feelings of inferiority, isolation, and even loss of motivation to learn. This condition creates social stratification in the school environment that affects interactions between students and teacher-student relationship patterns. This phenomenon indicates that tracking plays a role in shaping social structures and collective emotions in the learning space (Toron, 2024). On the other hand, emotional pressure arises for superior students to continue to maintain their achievements. Thus, tracking creates a complex social reality, where academic status not only determines learning outcomes but also influences students' identities, social relationships, and emotional well-being within the school environment. The following diagram illustrates:

Pelacakan Membentuk Dinamika Sosial dan Emosional Siswa



Figure 1. Student social dynamics

Observations show that student tracking significantly impacts social interactions and emotional dynamics in the classroom. Students in superior classes appear more active, confident, and courageous in expressing their opinions to teachers and their peers. They demonstrate high motivation and a strong sense of competitiveness. In contrast, students in non-superior classes appear more passive, often hesitant to speak up, and tend to form small, exclusive groups within themselves (Siswadi, 2024). This interaction pattern demonstrates the social distance created by differences in academic status. Teachers also appear to pay different attention to each class group, albeit unintentionally. Interpretation of these observations confirms that tracking not only shapes the learning structure but also creates a social-emotional layer that influences students' self-confidence, participation, and sense of community in the educational process (ALIA et al., 2024).

Based on the findings and discussion above, it can be concluded that student tracking has a significant influence on the formation of social identity and emotional dynamics in the classroom (Rahayuningsih, 2024). A tracking system that groups students based on academic ability creates differences in social status in the learning environment, which impacts

how students view themselves and others. Students in superior classes tend to have high self-confidence and are more active in learning, while students in non-superior classes often experience decreased motivation, feelings of inferiority, and social isolation. This situation indicates that tracking is not only an academic instrument, but also a social process that shapes the structure of relationships and collective emotions in schools. Therefore, a more inclusive and empathetic tracking approach is needed so that the system does not reinforce social inequality, but rather supports the emotional well-being and holistic development of all students (Arbi & Amrullah, 2024).

An Adaptive and Digital Holistic Tracking Implementation Framework is Needed

The need for an adaptive and digital holistic tracking implementation framework reflects social changes in education, which are increasingly influenced by technological developments and the demands of 21st-century learning. Traditional tracking systems that focus solely on academic grades are no longer relevant to the needs of students living in the digital and connected era (Yusuf, 2023). In practice, many schools still use manual methods to group students without considering comprehensive data on their emotional, social, and spiritual aspects. This condition often results in subjective and inaccurate tracking decisions. This social reality demonstrates a strong push towards digital transformation in education, where student data must be managed in an integrated manner through adaptive information systems (Diah Hidayati, 2022). Thus, technology-based tracking is not merely an administrative innovation, but a strategic step towards realizing a more personalized, inclusive, and holistic education.



Figure 2. Holistic tracking

Documentation analysis shows that the tracking system at SMA Darussalam Blokagung is still manual and has not fully utilized digital technology. Student data, such as academic grades, attendance, and self-development records, are stored in separate archives, making them difficult to use as a basis for comprehensive decision-making (Daruhadi & Sopiati, 2024). No integrated system capable of mapping student development holistically, including cognitive, social, and emotional aspects, has been found. This results in the tracking process being subjective and dependent on individual teacher or homeroom teacher assessments. Interpretation of these documentation results indicates that schools require an adaptive digital tracking information system capable of dynamically integrating all student data. By implementing this digital system, tracking can be more accurate, objective, and oriented towards holistic student development in accordance with the demands of modern education (Pare & Sihotang, 2023).

Based on the findings and discussion above, it can be concluded that the need for a holistic, adaptive, and digital tracking implementation framework is a response to the limitations of the manual tracking system

still in place at SMA Darussalam Blokagung. The unintegrated tracking process results in incomplete documentation of student progress data, resulting in subjective decision-making that does not fully reflect students' potential (Hendrawan & Putra, 2022). In the context of 21st-century education, digital tracking is urgent because it enables more efficient, transparent, and individual-development-oriented data management. The implementation of a digital tracking system serves not only as an administrative innovation but also as a strategy to strengthen a personalized, adaptive, and holistic learning approach (Paling et al., 2024). Thus, digital transformation in tracking is key to realizing a more inclusive, accurate, and equitable education for all students.

D. Conclusion

Based on the overall presentation of the research findings and analysis above, it can be concluded that student tracking in the context of holistic development at SMA Darussalam Blokagung requires fundamental transformations in both paradigm and practice. First, teachers have proven to be key actors in the successful implementation of tracking, as they not only implement policies but also act as facilitators who bring humanistic and inclusive values to life in the learning process. Second, tracking has been shown to shape students' social identities and emotional dynamics in the classroom, which can have both positive and negative impacts depending on how it is implemented. Third, the persistence of a manual tracking system emphasizes the need for an adaptive and digital implementation framework so that student data can be managed comprehensively and objectively. Therefore, ideal holistic tracking must integrate the role of teachers, students' socio-emotional aspects, and digital technology support to create an education system that is fair, humane, and relevant to the challenges of the 21st century.

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