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ORIGINAL RESEARCH ARTICLE

Effective Learning Management to Improve Student Learning Achievement in Madrasah

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ABSTRACT

Student learning achievement in Indonesian madrasahs still faces significant challenges, as reflected in the results of the Indonesian Madrasah Competency Assessment (AKMI), which indicates the need for improved learning quality across various educational levels. Effective learning management becomes a key factor in optimizing student learning achievement; however, its implementation in madrasahs still encounters various obstacles such as limited resources, varying teacher competencies, and lack of technology integration in learning. This study aims to analyze the implementation of effective learning management and its impact on improving student learning achievement in madrasahs, focusing on planning, implementation, and evaluation of learning. Using a qualitative case study approach, data were collected through in-depth interviews with madrasah principals, teachers, and students, observation of learning processes, and documentation of learning outcomes in a madrasah in Lampung Province. The findings indicate that effective learning management is implemented through three main stages: learning planning involving student needs analysis and development of contextual learning tools; learning implementation integrating active, innovative, and technology-based methods; and comprehensive and continuous learning evaluation. The integration of student-centered learning approaches, utilization of digital technology, and strengthening of madrasah literacy culture have contributed to significant improvements in student learning achievement. Supporting factors include visionary principal leadership, professional teacher competence, and infrastructure support, while inhibiting factors include budget limitations, low digital literacy, and lack of parental involvement. This study concludes that effective learning management offers a systemic approach to improving student learning achievement in madrasahs through strengthening planning, implementation, and evaluation of learning oriented toward student needs and potential.



ABSTRAK

Prestasi belajar siswa madrasah di Indonesia masih menghadapi tantangan signifikan, sebagaimana tercermin dalam hasil Asesmen Kompetensi Madrasah Indonesia (AKMI) yang menunjukkan perlunya peningkatan kualitas pembelajaran di berbagai jenjang. Manajemen pembelajaran yang efektif menjadi faktor kunci dalam mengoptimalkan prestasi belajar siswa, namun implementasinya di madrasah masih menghadapi berbagai kendala seperti keterbatasan sumber daya, kompetensi guru yang bervariasi, dan kurangnya integrasi teknologi dalam pembelajaran. Penelitian ini bertujuan untuk menganalisis implementasi manajemen pembelajaran efektif dan dampaknya terhadap peningkatan prestasi belajar siswa di madrasah, dengan fokus pada perencanaan, pelaksanaan, dan evaluasi pembelajaran. Menggunakan pendekatan kualitatif studi kasus, data dikumpulkan melalui wawancara mendalam dengan kepala madrasah, guru, dan siswa, observasi proses pembelajaran, serta dokumentasi hasil belajar di sebuah madrasah di Provinsi Lampung. Temuan menunjukkan bahwa manajemen pembelajaran efektif diimplementasikan melalui tiga tahap utama: perencanaan pembelajaran yang melibatkan analisis kebutuhan siswa dan pengembangan perangkat pembelajaran yang kontekstual; pelaksanaan pembelajaran yang mengintegrasikan metode aktif, inovatif, dan berbasis teknologi; serta evaluasi pembelajaran yang komprehensif dan berkelanjutan. Integrasi pendekatan student-centered learning, pemanfaatan teknologi digital, dan penguatan budaya literasi madrasah telah berkontribusi pada peningkatan prestasi belajar siswa yang signifikan. Faktor pendukung meliputi kepemimpinan kepala madrasah yang visioner, kompetensi guru yang profesional, dan dukungan sarana prasarana, sedangkan faktor penghambat meliputi keterbatasan anggaran, rendahnya literasi digital, dan kurangnya keterlibatan orang tua. Penelitian ini menyimpulkan bahwa manajemen pembelajaran efektif menawarkan pendekatan sistemik untuk meningkatkan prestasi belajar siswa di madrasah melalui penguatan perencanaan, pelaksanaan, dan evaluasi pembelajaran yang berorientasi pada kebutuhan dan potensi siswa.

Keywords: *Learning Management, Learning Achievement, Madrasah, Learning Effectiveness, Islamic Education.*

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1. INTRODUCTION

Student learning achievement is the primary indicator of the success of the educational process in madrasahs. The quality of madrasah graduates is not only measured by academic ability alone but also encompasses character formation, mastery of 21st-century skills, and internalization of Islamic values. However, various assessment results show that student learning achievement in Indonesian madrasahs still faces significant challenges. The Indonesian Madrasah Competency Assessment (AKMI), organized by the Ministry of Religious Affairs in more than 12,500 madrasahs involving over 531,000 students from MI, MTs, to MA levels, measures students' basic competencies in reading literacy, numeracy, science, and socio-cultural aspects. The results of this assessment serve as a map of madrasah student competencies that require strategic follow-up through collaboration between instructors and stakeholders to improve learning effectiveness.

The low learning achievement of madrasah students is caused by various complex and interrelated factors. Field observations in several madrasahs in Lampung Province reveal that the learning process is still dominated by teacher-centered lecture methods, resulting in students being less actively engaged in constructing their own knowledge. Limited learning facilities and infrastructure, especially in the utilization of digital technology, also constitute significant

obstacles. Madrasah teachers often face heavy administrative burdens, limiting the time and energy available for developing innovative learning approaches. Furthermore, the diverse socio-economic backgrounds of students and the lack of parental involvement in the educational process also affect student learning achievement.

Effective learning management becomes a key factor in optimizing student learning achievement in madrasahs. Learning management is a systematic process encompassing planning, organizing, implementing, and evaluating learning activities to achieve established educational goals. Research by Ubaidillah (2024) on superior class learning management at MAN 2 Malang City shows that structured planning, implementation, evaluation, and supervision of learning can improve the competitive achievement of madrasah students. Similarly, research on curriculum management at MAN 2 Klaten concludes that structured curriculum management is essential as an academic development strategy for madrasahs in designing sustainable and contextual development programs in the era of the Merdeka Curriculum.

Previous studies have examined various aspects of learning management in madrasahs. Mahmud and Suratman (2020) found that strategic management of madrasah excellence in East Kalimantan is implemented through cooperative and competitive strategies in managing learning programs. Saifani, Andriyani, and Lusida (2024) showed that strategic management plays an important role in improving educational quality through systematic planning, implementation, and evaluation. Iskandar et al. (2022) demonstrated that strategic management in Islamic boarding schools involves stakeholder participation and continuous improvement to achieve educational excellence. Research on student management at Madrasah Aliyah Darus Sholah found that planning, implementation, and evaluation of student management contribute to improving student learning achievement.

Studies on learning effectiveness in madrasahs have also been conducted by several researchers. Research on superior class management strategies at MIN 1 Medan City using the CIPP evaluation model (context, input, process, product) shows that the effectiveness of superior class learning implementation is influenced by various contextual factors. Research on the implementation of digital madrasah policy at MAN 2 Malang City found that the integration of five main components—tools, training, processes, support, and people—has a positive impact on student learning achievement, as seen from increased motivation, material understanding, and critical thinking skills. Research on facilities and infrastructure management at Madrasah Aliyah Salafiyah Cirebon City confirms that adequate facilities and infrastructure significantly influence student learning achievement.

The research gap lies in the absence of a comprehensive study integrating all components of learning management—planning, implementation, and evaluation—within a single framework to improve student learning achievement in madrasahs. Most previous studies have focused on specific aspects of learning management or examined only one component in isolation. Moreover, there is limited research that specifically examines how effective learning management can be implemented in madrasahs considering the unique characteristics of madrasahs as Islamic educational institutions that integrate religious and general education. Research on supporting and inhibiting factors in implementing effective learning management in madrasahs is also still limited, especially in the context of madrasahs in rural areas with resource constraints.

The novelty of this research lies in the development of an integrated and contextual effective learning management model for madrasahs. Unlike previous research that tended to be partial, this study holistically examines three stages of learning management—planning, implementation, and evaluation—as well as their relationship to improving student learning achievement. This study also identifies supporting and inhibiting factors in implementing effective learning management in madrasahs and formulates strategies to overcome these obstacles. This research provides empirical evidence from the context of madrasahs in Lampung Province, offering insights relevant to other madrasahs facing similar challenges in improving student learning achievement.

The theoretical framework of this research is based on the integration of Learning Management Theory and Effective Learning Theory. Learning management, as conceptualized by experts, involves planning, organizing, implementing, and evaluating learning activities to achieve educational goals. Effective learning theory emphasizes the importance of active student engagement, meaningful and contextual learning, and the use of varied teaching methods and media. In the context of madrasahs, effective learning management must consider the unique characteristics of madrasahs as Islamic educational institutions, including the integration of Islamic values in every aspect of learning. The synergy of these two theories enables a comprehensive analysis of how learning management can be optimized to improve student learning achievement in madrasahs.

Based on the above description, this study aims to: (1) analyze effective learning planning in improving student learning achievement in madrasahs; (2) examine effective learning implementation in improving student learning achievement in madrasahs; (3) evaluate the learning evaluation system in improving student learning achievement in madrasahs; and (4) identify supporting and inhibiting factors in implementing effective learning management in madrasahs. The results of this research are expected to provide theoretical contributions to the development of Islamic education management and practical recommendations for madrasah leaders in improving student learning achievement through effective learning management.

2. RESEARCH METHODS

2.1 Research Design

This study employs a qualitative approach with a case study design to explore the implementation of effective learning management and its impact on improving student learning achievement in madrasahs (Creswell & Poth, 2018). The qualitative approach was chosen because it enables in-depth understanding of the phenomenon of learning management in its natural setting, capturing participants' perspectives and contextual factors influencing implementation (Miles, Huberman, & Saldaña, 2014). The case study design is suitable for examining contemporary phenomena in real-life contexts, especially when the boundaries between the phenomenon and context are not clearly defined (Yin, 2018). This design allows researchers to capture "how" and "why" the implementation of effective learning management and its impact on student learning achievement occurs.

2.2 Subjects and Research Location

The research was conducted at a madrasah in Lampung Province that has demonstrated commitment to improving student learning achievement through effective learning management. This location was chosen purposively based on several considerations: (1) the madrasah has implemented a structured learning management approach; (2) the madrasah faces typical challenges of madrasahs in rural areas; and (3) the madrasah has shown improvement in student learning achievement in recent years. The research subjects included 12 key informants: the madrasah principal (1), vice principal for curriculum (1), teachers (6), and students (4). Participants were selected using purposive sampling to ensure representation across subjects, experience levels, and grade levels.

2.3 Data Collection Procedures

Data collection was conducted over a four-month period from January to April 2024 using three main techniques: in-depth interviews, participant observation, and documentation. Semi-structured interviews were conducted with the madrasah principal, vice principal for curriculum, teachers, and students to explore their experiences, perceptions, and challenges in implementing effective learning management. Each interview lasted between 45 to 90 minutes and was recorded with participant consent. Participant observation was conducted during classroom learning processes, teacher meetings, and learning evaluation activities to observe actual practices of learning management. Documentation included analysis of lesson plans (RPP), syllabi, annual programs, semester programs, student learning outcome records, and other relevant documents. This multi-method approach ensured data was not only in-depth but also verified across various sources, reducing the risk of subjective bias in the findings.

2.4 Research Instruments

The primary instrument in this qualitative research was the researcher themselves, supported by secondary instruments such as interview protocols, observation checklists, and documentation grids. The interview protocol consisted of 25 open-ended questions designed to explore planning, implementation, and evaluation of learning, as well as supporting and inhibiting factors. Questions were organized into five themes: (1) understanding and perceptions of effective learning management; (2) learning planning processes; (3) learning implementation practices; (4) learning evaluation systems and learning achievement; and (5) challenges and recommendations. Observation checklists were developed to monitor classroom learning activities, teacher-student interactions, and the use of teaching methods and media. These instruments were validated by experts in the field of educational management to ensure accurate measurement of the intended indicators.

2.5 Data Analysis Techniques

Data analysis followed the interactive model of Miles, Huberman, and Saldaña (2014) involving data condensation, data display, and conclusion drawing. During condensation, raw data from interviews and observations were coded based on themes such as "learning planning," "learning implementation," "learning evaluation," "learning achievement," "supporting factors," and "inhibiting factors." Data display was achieved through the creation of matrices, diagrams, and

narrative descriptions to visualize relationships between variables and themes. Finally, conclusions were drawn by triangulating empirical findings with theoretical frameworks and previous research, ensuring robust theoretical synthesis. Member checking was conducted with participants to verify the accuracy of interpretations and findings.

3. RESULTS AND FINDINGS

3.1 Effective Learning Planning

The findings reveal that effective learning planning at the madrasah is conducted through a systematic process involving student needs analysis, development of learning tools, and preparation of contextual learning strategies. The madrasah principal (KM-01) explained:

"We start each academic year with a comprehensive student needs analysis. We look at students' backgrounds, initial abilities, interests, and potential. This becomes the basis for us in planning learning that is appropriate to students' characteristics."

The learning planning process involves several main activities: (1) curriculum analysis and mapping of basic competencies; (2) analysis of student characteristics through initial assessment; (3) development of contextual syllabi and lesson plans (RPP); (4) preparation of annual and semester programs; and (5) development of innovative teaching materials and learning media.

The vice principal for curriculum (WK-01) added:

"We encourage teachers to develop lesson plans that not only contain activity plans but also consider how students will be actively engaged in learning. Lesson plans must reflect student-centered learning approaches and integrate Islamic values in every subject."

Based on needs analysis, the madrasah developed several flagship learning programs: (1) literacy and numeracy strengthening program; (2) project-based learning program; (3) 21st-century skills development program; and (4) Islamic character strengthening program. These programs are integrated into the curriculum and become part of the annual learning planning.

A teacher (GR-01) explained their experience in planning learning:

"I always start by understanding the basic competencies that students must achieve. Then I design varied learning activities, not just lectures but also discussions, practice, and projects. I also prepare interesting learning media, including videos and interactive presentations."

Table 1. Components of Effective Learning Planning

Componen	Activities	Success Indicators
Curriculum Analysis	Mapping basic competencies, identifying essential material	Achievement of all basic competencies
Student Analysis	Initial assessment, identifying learning styles	Understanding of student characteristics
Lesson Plan Development	Preparation of contextual learning plans	Innovative and implementable lesson plans
Teaching Material Development	Preparation of modules, worksheets, learning media	Interesting and interactive teaching materials
Learning Assessment	Development of assessment instruments	Comprehensive and authentic assessment

3.2 Effective Learning Implementation

The implementation of learning management at the madrasah is realized through active, innovative, and technology-based learning. A teacher (GR-02) described:

"We don't just teach with lecture methods. We use various methods such as discussions, group work, practice, and projects. We also utilize technology such as projectors, learning videos, and digital platforms to make learning more engaging."

Learning implementation involves several key strategies. First, the use of varied and student-centered teaching methods. Teachers employ active learning approaches such as problem-based learning, project-based learning, cooperative learning, and discovery learning. Second, the utilization of digital technology in learning. The madrasah has implemented a digital madrasah policy that integrates tools, training, processes, support, and people to improve learning quality. Third, strengthening the madrasah literacy culture through reading, writing, and scientific discussion programs.

A teacher (GR-03) explained:

"I often use project methods in science learning. Students don't just listen to explanations but also conduct experiments, collect data, and present their results. This helps them understand concepts better and develop critical thinking skills."

Table 2. Effective Learning Methods Used

Learning Method	Description	Subject	Impact on Achievement
Problem-Based Learning	Real problem-based learning	Science, Mathematics	Improves critical thinking skills
Project-Based Learning	Project-Based Learning	All subjects	Improves collaboration skills
Cooperative Learning	Cooperative Learning	Indonesian, Social Studies	Increases student participation
Discovery Learning	Discovery Learning	Science, Mathematics	Improves conceptual understanding
Contextual Teaching	Contextual Teaching	Islamic Education, Social Studies	Increases learning relevance

Technology integration in learning is also a primary focus. The madrasah has implemented a digital-based learning system that allows students to access educational resources more broadly through the internet. A student (SW-01) stated:

"I like learning using videos and interactive presentations. The material becomes easier to understand and not boring. We can also access learning materials anytime through the digital platform."

3.3 Learning Evaluation and Student Achievement

Learning evaluation at the madrasah is conducted comprehensively and continuously to measure student learning achievement. The madrasah principal (KM-01) explained:

"We conduct learning evaluation continuously, not just at the end of the semester. We use various forms of assessment: daily assessments, mid-semester assessments, end-semester assessments, as well as project and portfolio assessments. This helps us monitor student development holistically."

The learning evaluation system includes: (1) formative assessment conducted during the learning process to provide feedback and improvement; (2) summative assessment conducted at the end of the period to measure competency achievement; (3) authentic assessment that evaluates students' ability to apply knowledge in real contexts; and (4) portfolio assessment that collects student work as evidence of learning progress.

A teacher (GR-04) added:

"I use various assessment instruments: written tests, oral tests, observation, project assessment, and portfolio assessment. This provides a more complete picture of students' abilities, not only cognitive aspects but also affective and psychomotor aspects."

Evaluation results show significant improvement in student learning achievement. Data from the madrasah shows an average increase in student exam scores of 15% in the past year. Students are more enthusiastic and active in learning through videos and learning-based simulations. A student (SW-02) stated:

"My grades improved after the teacher used more varied learning methods. I understand the material more easily and am more motivated to learn."

4. RESULTS AND DISCUSSION

The findings of this study indicate that effective learning management in madrasahs is implemented through three main stages planning, implementation, and evaluation of learning which are interrelated and continuous. This discussion examines these findings in relation to existing theoretical frameworks and empirical research, highlighting implications for learning management in madrasahs.

The learning planning process identified in this study involving student needs analysis, development of learning tools, and preparation of contextual learning strategies reflects a systematic approach to learning management consistent with learning management theory. Research by Ubaidillah (2024) on superior class learning management at MAN 2 Malang City confirms that structured learning planning is an important foundation in improving the competitive achievement of madrasah students. Student needs analysis conducted at the beginning of the academic year enables teachers to design learning that is appropriate to students' characteristics, interests, and potential, thereby making learning more meaningful and effective.

The development of contextual and integrative learning tools is also a hallmark of effective learning planning in madrasahs. Teachers develop lesson plans that not only contain activity plans but also consider active student engagement and integration of Islamic values. This finding aligns with research on curriculum management at MAN 2 Klaten which concludes that structured curriculum management is essential as an academic development strategy for madrasahs. The development of flagship learning programs such as literacy and numeracy strengthening, project-based learning, and Islamic character strengthening shows the madrasah's commitment to improving learning quality holistically.

Effective learning implementation in madrasahs is realized through the use of varied and student-centered teaching methods. Teachers employ active learning approaches such as problem-based learning, project-based learning, cooperative learning, and discovery learning. This finding is consistent with research on effective learning strategies showing that varied teaching methods can improve student learning outcomes. The use of discovery learning in Islamic education for madrasah students has also been proven effective in improving student understanding and engagement.

The utilization of digital technology in learning is one of the key strategies in effective learning implementation. The madrasah has implemented a digital madrasah policy integrating tools, training, processes, support, and people to improve learning quality. This finding aligns with research on digital madrasah policy implementation at MAN 2 Malang City showing that technology integration has a positive impact on student learning achievement, as seen from increased motivation, material understanding, and critical thinking skills. The use of digital platforms enables students to access educational resources more broadly and learn independently.

Strengthening the madrasah literacy culture is also an important part of effective learning implementation. Reading, writing, and scientific discussion programs integrated into learning contribute to the development of students' literacy skills. This finding supports research on learning management showing that strengthening literacy culture can increase student reading interest and develop character through reading culture. A strong literacy culture creates a learning environment that supports sustainable knowledge and skill development.

Learning evaluation in madrasahs is conducted comprehensively and continuously through various forms of assessment: formative, summative, authentic, and portfolio assessment. This finding aligns with research on learning management emphasizing the importance of comprehensive evaluation to measure student competency achievement holistically. Formative assessment conducted during the learning process provides valuable feedback for teachers and students to

make continuous improvements. Authentic and portfolio assessment provides a more complete picture of students' abilities, not only cognitive aspects but also affective and psychomotor aspects.

Evaluation results show significant improvement in student learning achievement after the implementation of effective learning management. The average increase in student exam scores of 15% in the past year reflects the effectiveness of the approach applied. Students become more enthusiastic and active in learning through videos and learning-based simulations. This finding supports research on superior class learning management showing that structured and innovative learning can improve the competitive achievement of madrasah students.

The theoretical contribution of this research lies in the development of an integrated effective learning management model for madrasahs. This model encompasses three main stages—planning, implementation, and evaluation of learning—which are interrelated and continuous. The model's emphasis on student needs analysis, development of contextual learning tools, use of active and innovative teaching methods, utilization of digital technology, and comprehensive learning evaluation offers a distinctive contribution to the field of Islamic education management. These findings support the theoretical proposition that effective learning management is a key factor in improving student learning achievement in madrasahs.

The practical implications of this research extend to educational policy and practice in madrasahs. For madrasah principals, the findings highlight the importance of visionary leadership in encouraging learning innovation and providing adequate resources. For teachers, the findings emphasize the need for continuous professional competence development and the application of varied and innovative teaching methods. For policymakers, the findings show that support for infrastructure development, teacher training, and strengthening parental involvement is crucial for improving student learning achievement in madrasahs.

The findings of this research also have implications for the development of Islamic education in Indonesia. In the digital era and the Merdeka Curriculum, madrasahs are required to adapt to change and improve learning quality. Effective learning management offers a systemic approach to improving student learning achievement through strengthening planning, implementation, and evaluation of learning oriented toward student needs and potential. This approach enables madrasahs to produce graduates who are not only academically excellent but also possess strong Islamic character and 21st-century skills.

However, this research has several limitations. First, the research was conducted at one madrasah in Lampung Province, which may limit generalization of findings to other contexts. Second, the qualitative approach, while providing rich and detailed data, does not allow for statistical generalization. Third, the research relied on self-reported data from participants, which may be susceptible to social desirability bias. Fourth, the research did not include a comparison group or comprehensive baseline data, making it difficult to attribute improvements in learning achievement solely to effective learning management. Future research should expand the scope to multiple madrasahs in various regions, employ mixed methods approaches, and include longitudinal designs to examine the long-term impact of effective learning management on student learning achievement.

5. CONCLUSION AND SUGGESTIONS

This research demonstrates that effective learning management in madrasahs is implemented through three main stages, namely planning, implementation, and evaluation of learning, which are mutually integrated to support the improvement of student learning achievement. The application of student-centered learning, utilization of digital technology, and strengthening of literacy culture have proven capable of improving learning outcomes, motivation, and student engagement in the learning process. Successful implementation is supported by madrasah principal leadership, teacher competence, availability of infrastructure, as well as parental support and positive madrasah culture. Although still facing various obstacles, such as budget limitations, low digital literacy, and high teacher administrative burdens, effective learning management remains a relevant strategy for improving learning quality and student learning achievement in madrasahs.

Madrasahs need to strengthen the planning, implementation, and evaluation systems of learning by prioritizing innovative, student-centered approaches, and optimally utilizing digital technology. Improving teacher competence through continuous training, strengthening literacy culture, and active parental involvement should be priorities to support improved learning quality. Furthermore, the government and stakeholders are expected to provide support through the provision of infrastructure, policies that encourage learning innovation, and reduction of teacher administrative burdens. Future research is recommended to involve more madrasahs with mixed methods or longitudinal approaches to obtain more comprehensive evidence regarding the effectiveness of learning management in improving student learning achievement.

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