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ORIGINAL RESEARCH ARTICLE

Managing Student Experience to Improve Islamic Education Services at Nurul Iman Islamic Senior High School, Way Kanan, Lampung

Muhammad Ngabid MS^{1*}, Muslih Qomarudin¹, Ali Kuswadi¹, Dwi Sugianik¹, Feri Riski Dinata¹

¹*Institut Agama Islam Al Hikmah Lampung, Indonesia*

Correspondence: [*sitizuroidahsyarif@gmail.com](mailto:sitizuroidahsyarif@gmail.com)

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ABSTRACT

This study aims to analyze and develop the performance-based competency of Islamic Religious Education (PAI) teachers at MI Mathlaul Anwar Srirahayu, Banyumas District, Pringsewu Regency. PAI teacher competency is a Student experience management has become a strategic approach to improving educational service quality by positioning students' experiences, needs, perceptions, and voices as important components of institutional management. This study aims to analyze student experience management in improving Islamic educational services at Nurul Iman Islamic Senior High School, Way Kanan, Lampung. The study employed a qualitative approach with a case study design. Data were collected through interviews, observations, and documentation involving the principal, teachers, educational staff, and students as research informants. The data were analyzed thematically through data reduction, coding, categorization, and thematic interpretation. The findings indicate that student experience management is constructed through four interconnected dimensions: academic experience, social-emotional experience, institutional service experience, and Islamic-spiritual experience. Academic experience is developed through interactive learning, teacher support, and responsiveness to students' learning difficulties. Social-emotional experience is fostered through open, supportive, and caring teacher-student relationships. Institutional service experience is reflected in the accessibility, communication, and responsiveness of school services.

Keywords: student experience management; Islamic educational services; academic experience; student voice; Islamic education.



ABSTRAK

Manajemen pengalaman peserta didik menjadi pendekatan strategis dalam meningkatkan kualitas layanan pendidikan karena menempatkan pengalaman, kebutuhan, persepsi, dan suara peserta didik sebagai bagian penting dalam pengelolaan lembaga pendidikan. Penelitian ini bertujuan untuk menganalisis manajemen pengalaman peserta didik dalam meningkatkan layanan pendidikan Islam di SMA Islam Nurul Iman Way Kanan Lampung. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus. Data dikumpulkan melalui wawancara, observasi, dan dokumentasi dengan melibatkan kepala sekolah, guru, tenaga kependidikan, dan peserta didik sebagai informan penelitian. Data dianalisis secara tematik melalui proses reduksi data, pengkodean, kategorisasi, dan interpretasi tema. Hasil penelitian menunjukkan bahwa manajemen pengalaman peserta didik terbentuk melalui empat dimensi yang saling berkaitan, yaitu pengalaman akademik, pengalaman sosial-emosional, pengalaman layanan kelembagaan, dan pengalaman spiritual-keislaman. Pengalaman akademik dibangun melalui pembelajaran interaktif, pendampingan guru, dan respons terhadap kesulitan belajar. Pengalaman sosial-emosional berkembang melalui hubungan guru-peserta didik yang terbuka, suportif, dan penuh perhatian. Pengalaman layanan kelembagaan ditunjukkan melalui aksesibilitas, komunikasi, dan responsivitas layanan sekolah. Sementara itu, pengalaman spiritual-keislaman dibentuk melalui pembiasaan keagamaan, keteladanan guru, pembinaan akhlak, dan integrasi nilai-nilai Islam dalam kehidupan sekolah. Penelitian ini menegaskan bahwa pengalaman peserta didik tidak hanya menjadi hasil dari layanan pendidikan, tetapi juga menjadi input manajerial melalui suara dan umpan balik peserta didik untuk meningkatkan kualitas layanan pendidikan Islam secara berkelanjutan.

Kata Kunci: Kompetensi guru, Pendidikan Agama Islam, berbasis kinerja, madrasah ibtidaiyah

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1. INTRODUCTION

The transformation of contemporary education has shifted the paradigm of educational management from viewing students merely as recipients of educational services to positioning them as the central subjects of the educational process (Moreno-González et al., 2026). The quality of education is no longer determined solely by students' academic achievement, but also by the extent to which educational institutions are able to create meaningful, comfortable, responsive, and student-centered experiences (Villocino & Villocino, 2025). In this context, student experience management has emerged as an important strategic approach for understanding, managing, and improving the various experiences students encounter throughout their educational journey.

Student experience encompasses the entire range of interactions between students and educational institutions, including learning processes, relationships with teachers, administrative services, extracurricular activities, facilities, counseling services, peer relationships, and the overall school environment. These experiences shape students' perceptions of the quality and value of educational services. When students receive services that are responsive, communicative, fair, supportive, and aligned with their needs, they are more likely to develop positive perceptions, stronger engagement, a sense of belonging, and greater trust in the institution (Bwachele et al., 2023). Conversely, inadequate communication, limited facilities, unresponsive services, or insufficient

attention to students' needs may create negative experiences that can affect their participation and engagement in educational activities.

This issue is particularly significant in the context of Islamic education, where educational services are not limited to academic achievement but also encompass the development of students' character, morality, spirituality, and Islamic values (Alhamuddin et al., 2022). Islamic educational institutions are expected to provide educational experiences that integrate intellectual, emotional, social, and spiritual dimensions. Therefore, student experience in Islamic education should not be understood merely in terms of satisfaction with facilities or classroom instruction, but also in terms of students' experiences of religious values, teacher role modeling, spiritual activities, interpersonal relationships, fairness, care, and opportunities for holistic development. In practice, however, educational service management in Islamic educational institutions often remains focused on administrative functions, institutional programs, and the fulfillment of educational standards. The orientation toward student experience has not always become an integral part of institutional management. An institution may provide various learning programs, religious activities, facilities, and student services, yet these services do not necessarily result in positive and meaningful experiences for students. This condition highlights the need to move from conventional service delivery toward experience-oriented educational management, in which students' experiences become an important basis for designing, implementing, evaluating, and improving educational services (Hossain et al., 2025).

This perspective is particularly relevant to Nurul Iman Islamic Senior High School, Way Kanan, Lampung, as an Islamic educational institution responsible for providing educational services that address students' academic needs while simultaneously fostering religious character and spiritual development. Students' experiences at the school are shaped by various interactions, including relationships with teachers and school staff, classroom learning, administrative services, guidance and counseling, religious activities, extracurricular programs, and the broader school environment. Consequently, systematic management is required to ensure that these different experiences contribute positively to students' educational development. Furthermore, the management of student experience can strengthen the implementation of Islamic educational values within everyday school services. A positive educational experience is not merely created through effective academic instruction, but also through caring teacher-student relationships, respectful communication, fairness, religious habituation, a supportive learning environment, and opportunities for students to participate actively in school life. Thus, managing student experience provides an opportunity to connect educational management principles with the distinctive values and objectives of Islamic education.

This study aims to analyze how student experience is managed to improve Islamic education services at Nurul Iman Islamic Senior High School, Way Kanan, Lampung. Specifically, the study seeks to examine how the institution designs and manages student experiences across various educational services, identify the forms of interaction and service that shape students' experiences, analyze how the school responds to students' needs and feedback, and examine the contribution of student experience management to the improvement of Islamic educational services. Previous studies on educational quality have predominantly focused on educational service quality, student satisfaction, teacher performance, learning quality, educational facilities, and institutional

governance. These studies have provided important insights into factors influencing educational quality. Nevertheless, many of them continue to position students primarily as recipients or evaluators of educational services rather than as active participants whose experiences can become a central source of managerial information.

The novelty of this study lies in positioning student experience management as a strategic approach to improving Islamic educational services, rather than treating student experience merely as an indicator of satisfaction. This study conceptualizes students' experiences as managerial input that can be systematically identified, analyzed, and utilized in designing, implementing, evaluating, and continuously improving educational services.

2. RESEARCH METHODS

This study employed a qualitative approach using a case study design to explore and understand the management of student experience in improving Islamic educational services at Nurul Iman Islamic Senior High School, Way Kanan, Lampung. A qualitative approach was considered appropriate because the study focused on understanding the experiences, perceptions, interactions, and managerial practices that occur naturally within the school environment (Mantula et al., 2024). The case study design enabled the researchers to investigate the phenomenon comprehensively within its real-life institutional context, particularly how the school identifies students' needs, manages educational interactions, responds to student feedback, and utilizes student experiences as a basis for improving educational services (ANNAMALAH, 2024). The study focused on four interconnected dimensions of student experience: academic experience, social-emotional experience, institutional service experience, and Islamic-spiritual experience. These dimensions were used as an analytical framework for understanding how the school manages students' experiences and how such management contributes to the improvement of Islamic educational services.

The research was conducted at Nurul Iman Islamic Senior High School, Way Kanan, Lampung. The school was selected purposively because it represents an Islamic educational institution in which educational services encompass academic learning as well as character development, religious habituation, student guidance, and social development. The school context provided an appropriate setting for examining how student experience is managed through learning activities, teacher-student interactions, administrative services, religious programs, extracurricular activities, and the overall school environment.

The research was conducted by considering the various forms of interaction experienced by students during their educational process. Particular attention was given to how school management and teachers respond to students' needs, complaints, expectations, and feedback, as well as how these responses are translated into improvements in educational services (Prananto et al., 2025).

Participants were selected using purposive sampling, based on their direct involvement in the management and experience of educational services. The participants consisted of the principal, vice principal, teachers, guidance and counseling personnel, administrative staff, and students.

Students were selected from different grade levels to obtain diverse perspectives regarding their academic, social, institutional, and Islamic-spiritual experiences(Sukmara et al., 2023). The number of participants was not determined solely in advance but was adjusted according to the principle of data saturation, namely the point at which additional interviews no longer produced substantially new information relevant to the research questions. The inclusion of different participant groups enabled the study to compare managerial perspectives with the experiences actually perceived by students.

Data were collected through semi-structured interviews, participant observation, and documentation(Mashuri et al., 2022). Semi-structured interviews were conducted with school leaders, teachers, staff, and students to explore how student experiences are identified, managed, evaluated, and utilized to improve Islamic educational services(Mihr, 2018). Interviews with students particularly focused on their experiences with learning, teacher interactions, school services, facilities, religious activities, and opportunities to express their needs and feedback. Observation was conducted to examine the actual implementation of student experience management within the school environment. The observations focused on classroom interactions, teacher-student relationships, administrative services, student activities, religious programs, and the general learning environment. Observation allowed the researchers to compare participants' statements with actual practices in the field. Documentation was used as supporting evidence and included school policies, student service programs, activity schedules, evaluation documents, meeting records, school profiles, photographs, and other relevant institutional documents. The combination of interviews, observations, and documentation enabled data triangulation and strengthened the credibility of the findings.

The data were analyzed using thematic analysis. The analysis was conducted systematically through several stages. First, interview transcripts, observation notes, and relevant documents were organized and reviewed repeatedly to develop an overall understanding of the collected data(Aljbour et al., 2026). Second, meaningful statements related to student experience management and Islamic educational services were identified and coded. Third, the codes were grouped into broader categories based on recurring patterns. These categories were subsequently developed into themes representing the major dimensions of student experience management. The analysis focused particularly on four themes: (1) management of academic experiences, (2) management of social-emotional experiences, (3) management of institutional service experiences, and (4) management of Islamic-spiritual experiences. Finally, relationships among the themes were interpreted to explain how student experience management contributes to the improvement of Islamic educational services. The analysis was conducted iteratively by moving between the empirical data, emerging themes, and the conceptual framework. This process enabled the researchers to identify not only the forms of student experience management implemented by the school but also the mechanisms through which students' experiences influence service improvement.

To ensure the credibility and trustworthiness of the findings, the study employed source triangulation, technique triangulation, and member checking. Source triangulation was conducted by comparing information obtained from principals, teachers, staff, and students. Technique triangulation involved comparing interview findings with observations and

documentation (Meydan & Akkaş, 2024). Member checking was conducted by confirming selected interpretations or findings with relevant participants to ensure that the researchers' interpretations accurately represented their experiences and perspectives. Through this methodological design, the study sought to produce an in-depth understanding of how student experience is managed and transformed into a strategic basis for improving the quality of Islamic educational services at Nurul Iman Islamic Senior High School, Way Kanan, Lampung.

3. RESULTS AND DISCUSSION

The findings of this study indicate that student experience management at Nurul Iman Islamic Senior High School, Way Kanan, Lampung, is implemented through four interconnected dimensions: academic experience, social-emotional experience, institutional service experience, and Islamic-spiritual experience. These four dimensions demonstrate that improving Islamic educational services is not limited to improving learning facilities or academic programs, but also involves creating positive interactions, responsive services, and meaningful religious experiences for students.

The first finding indicates that the management of academic experience is reflected in the efforts of teachers and school management to create learning processes that are interactive, supportive, and responsive to students' learning needs. Teachers do not merely deliver subject content but also provide opportunities for students to ask questions, express opinions, participate in discussions, and receive individual assistance when experiencing learning difficulties. Students generally perceived teachers' willingness to provide assistance as an important part of their educational experience. One student explained: "Kalau saya belum memahami materi, guru biasanya menjelaskan kembali dan memberi kesempatan untuk bertanya. Jadi saya tidak merasa malu kalau belum paham."

Another student stated: "In my opinion, learning is fun when the teacher doesn't just explain things but also engages us in discussion and provides examples that relate to everyday life." These statements indicate that students perceive teacher responsiveness as an important component of their academic experience. The management of academic experience is therefore realized through communication, individualized assistance, classroom participation, and learning approaches that encourage students to become active participants. The findings also show that teachers attempt to identify students who experience learning difficulties through classroom observation and direct communication. Students who require additional assistance may receive further explanation or guidance. This practice demonstrates that academic service management is not solely concerned with completing the curriculum but also with ensuring that students can meaningfully participate in the learning process.

The second finding concerns students' social and emotional experiences within the school environment. The research shows that teacher-student relationships, peer interaction, and the overall school climate contribute significantly to how students perceive their educational

experience. Students tend to feel more comfortable when teachers demonstrate openness, respect, and concern for their personal and academic circumstances.

One student stated: “The teachers here are quite close to the students. If there is a problem, we can usually talk to them about not just schoolwork but also issues with friends. Another student explained: “I feel more comfortable learning when the teacher doesn't immediately scold us for making mistakes but instead explains what went wrong and how to fix it.”

These statements suggest that social-emotional experiences are strongly influenced by interpersonal interactions. The findings indicate that teachers function not only as instructors but also as mentors who provide emotional support and guidance to students. The school also provides opportunities for students to interact and collaborate through extracurricular activities, group learning, religious activities, and other student programs. Such activities create spaces for students to develop communication, cooperation, responsibility, and interpersonal relationships. Thus, social-emotional experience becomes an important component of educational service quality.

The third finding relates to students' experiences with institutional services. Students interact not only with teachers but also with administrative staff, school management, facilities, and various student services. The findings indicate that students' perceptions of service quality are influenced by the accessibility, responsiveness, and friendliness of school personnel. One student expressed this experience as follows: “If we need a letter or need to handle administrative matters, the school usually directs us. So, we know whom to see and what needs to be done.” The findings indicate that communication between students and school personnel constitutes an important mechanism for managing student experience. The school does not merely provide administrative services but also creates channels through which students can communicate their needs. Nevertheless, the findings also suggest that student experience management still requires continuous improvement. Some students indicated that certain services and facilities could be developed further to better support learning and student activities. This indicates that student feedback can serve as an important source of information for institutional improvement.

The fourth finding demonstrates that the distinctive characteristic of student experience management at Nurul Iman Islamic Senior High School lies in the integration of Islamic values into students' daily educational experiences. Religious activities are not positioned merely as additional programs but are incorporated into the school environment through religious habituation, worship activities, moral guidance, and teacher role modeling.

One student explained: “Religious activities have accustomed us to engaging in practices related to religion—not only during religious education lessons but also in our daily activities at school.” Another student stated: “Our teachers often remind us about attitude and character. In my opinion, this is important because education here is not just about academic grades.”

These statements demonstrate that students experience Islamic education through both formal learning and everyday interactions. Teacher behavior also becomes an important element in shaping students' spiritual experiences. Students observe how teachers communicate, provide guidance, demonstrate discipline, and model religious and ethical behavior.

The findings therefore indicate that Islamic-spiritual experience strengthens the distinctive identity of educational services at the school. The integration of Islamic values into academic and non-academic activities creates an educational environment in which students experience religion not only as subject matter but also as a value system practiced in everyday school life.

Across the four dimensions, the findings demonstrate that student experience management functions as a feedback mechanism for improving educational services. Students' experiences provide information regarding what works effectively, what needs improvement, and what services are expected by students. The school obtains such information through informal communication between teachers and students, classroom interactions, guidance and counseling, discussions, and responses to students' concerns. One student stated: "If something makes us uncomfortable, we can usually bring it up with the homeroom teacher or another teacher. It is then usually discussed." Another student explained: "In my opinion, students need to be listened to because we are the ones experiencing school life every day. If student opinions are heard, school services can be improved." This finding demonstrates that students' voices constitute an important source of information in the management of educational services. Student experience is therefore not merely an outcome of school management but can also function as managerial input for institutional improvement

Discussion

The findings indicate that the management of academic experience at Nurul Iman Islamic Senior High School is reflected in teachers' efforts to create interactive learning, provide opportunities for students to ask questions, facilitate discussion, and offer additional assistance to students experiencing learning difficulties. Students' statements demonstrate that teacher responsiveness and supportive communication contribute to a more comfortable and meaningful learning experience. This finding indicates that academic service quality is not determined merely by curriculum implementation but also by how students experience the learning process. This finding is consistent with Astin's Student Involvement Theory, which explains that students' educational development is influenced by the extent to which they invest physical and psychological energy in educational activities. Active participation, interaction with teachers, and engagement in learning therefore become important components of students' educational experiences (Astin, 1999). In the context of this study, teachers' openness and willingness to facilitate questions and discussion provide opportunities for students to become active participants rather than passive recipients of knowledge.

The finding is also in line with previous studies emphasizing that student experience encompasses more than academic achievement. Contemporary student experience research increasingly views learning experience as a holistic construct involving engagement, interaction, emotional comfort, and students' perceptions of their educational environment. Research on student voice similarly demonstrates that involving students in dialogue about their learning can support improvements in both student learning and teachers' pedagogical practices.

The second major finding concerns the management of students' social-emotional experiences. The findings show that teacher-student relationships, peer interaction, and the general school climate significantly influence students' experiences (Huang & Lajoie, 2023). Students reported feeling more comfortable when teachers were approachable, willing to listen, and able to provide guidance not only concerning academic problems but also interpersonal and personal difficulties. This finding can be interpreted through the perspective of school climate theory, which emphasizes the importance of relationships, safety, support, belonging, and the overall emotional environment in shaping students' educational experiences. A supportive school climate allows students to feel valued and psychologically secure, which subsequently encourages participation and engagement in school activities.

The finding is consistent with previous research on student voice and school improvement, which demonstrates that students' opportunities to express their perspectives can contribute to positive changes in classroom practices and the wider school environment. Students are not simply recipients of institutional policies; they possess experiences and perspectives that can provide valuable information for improving school management. Similarly, previous research on school ethos indicates that the quality of a school environment needs to be understood from the perspective of how students actually experience the relationships and culture within the institution.

The present findings therefore reinforce the importance of developing a school culture based on openness, respect, trust, communication, and emotional support. In the context of Islamic education, these relationships also represent an important medium for implementing Islamic values such as *rahmah* (compassion), respect, responsibility, mutual assistance, and *ukhuwah*. Consequently, social-emotional experience cannot be separated from the broader mission of Islamic education to develop students holistically.

The third finding demonstrates that students' experiences are also shaped by their interaction with institutional services, including administrative services, school facilities, communication with school personnel, guidance and counseling, and access to school management. Students perceived clear communication, accessibility, and responsiveness as important characteristics of good educational services. This finding supports the shift from conventional service quality management toward student experience management. Traditional service management tends to focus on the services provided by an institution, whereas student experience management emphasizes how those services are perceived and experienced by students throughout their educational journey. Consequently, the existence of a particular service does not automatically indicate that the service has been experienced positively by its users (Temonio & Aclao, 2026).

The findings of this study further indicate that student voice functions as managerial feedback. Students' comments regarding facilities, administrative procedures, learning activities, and school programs provide information that can help school management identify areas requiring improvement. However, student voice will have limited value if it remains merely a form of communication without institutional follow-up. Therefore, effective student experience management requires a continuous process of listening, identifying needs, responding, implementing improvements, and evaluating the resulting experience. This finding constitutes an important contribution because it positions students not merely as recipients of educational

services but as partners in educational quality improvement. Such an approach can strengthen the responsiveness and accountability of Islamic educational institutions.

The fourth finding represents the distinctive dimension of student experience management in this study, namely the Islamic-spiritual experience. The findings show that students experience Islamic education through religious activities, habituation, moral guidance, teacher role modeling, and everyday interactions within the school environment. Students therefore encounter Islamic values not only through formal Islamic Religious Education subjects but also through the culture and practices of the institution.

This finding is consistent with the fundamental orientation of Islamic education, which seeks to develop students' intellectual, moral, spiritual, and social dimensions. From this perspective, educational quality cannot be measured exclusively through academic achievement or service efficiency. It should also be reflected in the extent to which educational processes contribute to students' character, morality, spirituality, and internalization of Islamic values. Previous research on Islamic educational service quality similarly demonstrates that educational services in Islamic institutions possess both functional and spiritual dimensions. Educational services may provide academic satisfaction and institutional convenience, but the integration of spiritual values gives students a deeper sense of meaning and belonging. This perspective supports the present finding that religious activities, teacher role modeling, and Islamic habituation contribute to students' overall educational experiences.

4. CONCLUSION

This study concludes that student experience management plays an important strategic role in improving Islamic educational services at Nurul Iman Islamic Senior High School, Way Kanan, Lampung. The findings demonstrate that student experience is formed through four interconnected dimensions: academic experience, social-emotional experience, institutional service experience, and Islamic-spiritual experience. Academic experience is strengthened through interactive learning, teacher responsiveness, and individualized assistance. Social-emotional experience develops through supportive teacher-student relationships, peer interaction, and a positive school climate. Institutional service experience is shaped by accessible, communicative, and responsive school services, while Islamic-spiritual experience is developed through religious habituation, moral guidance, religious activities, and teacher role modeling.

The study further concludes that student experience should not be positioned merely as an indicator of satisfaction with educational services. Rather, it can function as managerial input and feedback for continuous educational improvement. Students' voices, perceptions, needs, and experiences provide important information for school management to identify strengths and areas requiring improvement. Therefore, effective student experience management requires a continuous cycle of identifying student needs, listening to student feedback, responding to their concerns, improving services, and evaluating subsequent experiences.

The main contribution of this study lies in extending the concept of student experience management within the context of Islamic secondary education by integrating the Islamic-spiritual

dimension with academic, social-emotional, and institutional dimensions. This integrated perspective demonstrates that improving Islamic educational services requires not only effective academic and institutional management but also the creation of educational experiences that support students' character and spiritual development.

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