



## IMPLEMENTATION OF STUDENT MANAGEMENT IN IMPROVING STUDENT ACHIEVEMENT AT SMPN 3 PETERONGAN

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### **Abstract:**

This research is motivated by the achievements achieved by SMPN 3 Peterongan Students who have increased, therefore the researcher wants to know implementation of student Management in improving student achievement at SMPN 3 Peterongan. This research uses Qualitative research methods. The data collection informants is the deputy head of student affairs. Data collection techniques using interviews, observation, and documentation. Research results: 1) Academic planning includes: planning, identifying student potential, Olympic programs and Coaching, planning facilities and infrastructure. Non-academic planning includes: planning and Identifying talents, interests, and potential of students socialization to students, development Of activities (extracurricular, life skills). 2) The implementation of student management in Improving student achievement is carried out by coordination between the head of School, Teachers of education personnel, and students. 3) Evaluation and improvement of achievement is done by comparing learning outcomes. This research has important significance in revealing the role of student management in improving academic and non-academic achievement at SMPN 3 Peterongan. The findings of this research can provide insights for the school in formulating more effective strategies to manage students' potential, both in classroom learning activities and extracurricular activities. In addition, the results of this study are expected to be a reference for other schools in an effort to improve the quality of education through more planned and coordinated student management. Therefore, this research contributes to improving the overall quality of education and the formation of excellent student characters.

**Keywords:** *Management, Student Management, Student Achievement*

## 1. INTRODUCTION

Educating someone to develop their personality in a way that aligns with the standards of the society and culture they live in is an attempt to foster that development. Education plays a vital role in the development and progress of a nation. Education can generate high quality resources backed by the abilities, interests, and talents of an individual (Nazuar, 1963). Education development can generate ideas that serve as a background for a nation to survive and experience improvement. Apart from this, education also influences culture (Pipit Mulyah, Dyah Aminatun, Sukma Septian Nasution, Tommy Hastomo, Setiana Sri Wahyuni Sitepu, 2020). The progress of a culture can be seen by how a culture values, utilizes, and recognizes its human resources. This is related to the quality of the human resources. Education practiced in his society. Through education, a person will gain new insights and knowledge that they could not previously get.

A formal educational institution or informal education institution, improving the quality of quality of learners is the main thing that of particular concern. Because, existence of students in the institution becomes the main object in implementation of the learning and teaching process. Improving the quality and competence of quality and competence of students can be assessed from the achievements they get. Achievement achievements of students in an educational institution become a public concern, as stated by W. Edward Deming, that, "In order to be able to compete with other



institutions, a product must have the power and efforts to improve the products and services it manages.” (Mustaqim, 2012). Most society views schools that able to achieve various kinds of achievements students are considered to be a school that is positive and have more superior.

An achievement is a measure of learners on things that have gone through in the learning process. This achievement obtained by various factors. The deputy head of student affairs suggests there are two factors that can affect student achievement, namely internal factors and external factors. Internal factors, namely those that come from students or called N. Ach or Need for Achievement which means a person's need to produce achievement or achievement. As for external factors, namely factors that are concerned with things from outside the student's personality. Like learning facilities and infrastructure, the environment, both within the family, friends, as well as the scope of the surrounding community surrounding community.

Student management is an important service that focuses on many areas of meeting students' needs and activities both inside and outside of the classroom. According to Suwardi (2017) its fundamental goal is to manage, organize, oversee, and assist students, ensuring that their educational experience is organized and conducive to learning. This service has a wide variety of responsibilities, including maintaining discipline and promoting a healthy learning environment, as well as meeting students' social, emotional, and intellectual needs. Effective student management not only improves the overall classroom environment, but it also has a substantial impact on students' personal growth and well-being outside of class. Student management helps students grow holistically by establishing an orderly and supportive atmosphere that prepares them for academic achievement and future difficulties.

Students have an important part in the overall growth of educational institutions since they contribute significantly to school quality. According to Nazuar (1963) students may be thought of as inputs that are methodically controlled and sculpted to become the intended outputs while matching the institution's expectations and requirements. This process includes not just academic education, but also the development of skills, attitudes, and values that will prepare pupils for success in the future. Schools may generate well-rounded individuals who contribute constructively to society if they focus on nurturing and developing students' potential. In this regard, educational institutions' performance is inextricably linked to how well they manage and develop their students, which eventually reflects in the institution's reputation, accomplishments, and educational quality.

Student management is an important component of school administration, contributing significantly to educational institutions' operational performance. According to Sulistyorini (2009) this area encompasses more than just the monitoring and coordination of individual student activities; it also helps to students' overall growth and advancement within the school environment. It entails establishing a systematic system to promote students' academic, social, and personal development through a variety of programs and projects. Effective student management ensures that students are not only supervised in their daily activities, but also fostered in a way that supports



their overall development, in line with the institution's aims for continual improvement. By creating an atmosphere that values well-being and success of students, schools can achieve greater educational outcomes and enhance their overall quality.

Student management occurs on an ongoing basis; all actions are planned, pursued, and require management direction. One of the purposes of student management is to plan and manage numerous student-related activities that can operate on a regular, planned, and systematic basis in order to achieve goals. One of the primary goals of student management management is to help students develop their potential abilities and interests. If students' abilities and interests are further taught and developed, they will attain success. This benefits pupils and can increase school quality (Luthfiananur 2024). The accomplishments that have been made cannot be divorced from the function of student management in managing students which is carried out by school stakeholders.

Educational performance are outcomes obtained by the school or called (student achievement) This accomplishment might take the shape of both academic and non-academic student performance (Rido & Fanisyah, 2023). The outcomes of these academic successes, such as daily tests, school exams, and Olympic competitions. Non-academic achievements can also take the form of extracurricular achievements in sports such as taekwondo, futsal, volleyball, and badminton, as well as achievements in the arts such as choir championships, handicrafts, traditional dance, and others. As a result, students' successes can help to develop a favorable brand image for the school, garnering the trust of its community.

Schools that undertake teaching and learning activities naturally rely on a curriculum to guide their educational operations. It also includes co-curricular and extracurricular activities. Extracurricular activities that are part of the school curriculum have generated opportunities for positive peer relationships and socioemotional development (Berger, et al., 2020). Co-curricular activities are programs that supplement the conventional curriculum, such as debates, science clubs, or language contests, and help students improve their academic experience by allowing them to apply what they learn in the classroom. Extracurricular activities, such as athletics, music, and the arts, provide students with opportunity to develop talents, skills, and interests outside of academics. Extracurricular activities are not only about athletics and sports, but extracurricular activities can be in the form of non-athletic activities such as music or speeches and debates (Shaffer, 2019). Co-curricular and extracurricular activities are both important in forming a well-rounded educational experience, since they contribute to students' personal growth, social skills, and general development. Schools that have integrated these elements into their curriculum create an environment that fosters holistic learning and encourages students to explore diverse interests.

Nonacademic activities in schools are important because they help pupils develop their abilities and personalities. According to Raharjo (2014) these activities play an important role in influencing pupils outside of the classroom by allowing them to explore their interests, build skills, and improve their personal growth. Participating in



non-academic programs such as athletics, arts, leadership positions, or community service allows students to explore their hobbies, gain self-confidence, and develop their interpersonal skills. These experiences help to provide a well-rounded education by encouraging creativity, collaboration, and resilience. Through the application of good management principles, schools can plan, organise, direct and control collaborative efforts more effectively (Pokhrel, 2024). Students can develop skills that complement their academic successes by participating in non-academic activities, allowing them to become more rounded persons ready for future challenges.

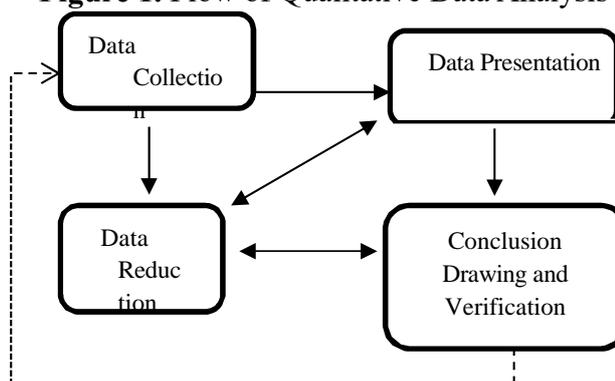
Based on the explanation of student management and the importance of efforts in improving student achievement students' achievement, the researcher has interest in researching the implementation of student management in improving student achievement SMPN 3 Peterongan.

## 2. METHOD

To describe, reveal, and explain the character education model used in pesantren in East Java Province, the research methodology used in this study is descriptive qualitative research. It is called descriptive research because it aims to provide a description of a particular situation or event (Nazir, 2005). Qualitative research as techniques that are especially geared to expose the uniqueness of certain events, whether they include people, groups, communities, or organizations. In addition, the aim of descriptive research is to educate readers about the activities occurring in the study environment, the viewpoints of the participants, and the current state of the observed environment (Emzir, 1951). Data collection techniques in this research encompass several methods:

Related to qualitative research. the data collected in the form of words or sentences, can also be in the form of images, and not in the form of numbers. Therefore, this qualitative research uses the descriptive qualitative method. The use of the descriptive qualitative method, the researcher wants to dig up information from trusted sources, namely informants to be able to express information about the the state of an object of research in a natural and there is no element of coercion, intended to get good research results. Data analysis techniques are crucial as they give meaning to the collected data, addressing research problems. Several procedures in data analysis techniques include: 1) Data Reduction, which involves selecting, focusing, simplifying, abstracting, and transforming raw data from field notes (Sugiyono, 1967). 2) Data Display, where the organized information is presented to describe conclusions and actions. Data can be displayed as narrative text, graphics, matrices, or tables. 3) Conclusion Drawing/Verification, the final step that involves summarizing and verifying data. Research conclusions are brief statements about the data analysis results, presented descriptively.

**Figure 1.** Flow of Qualitative Data Analysis



The researcher's triangulation of the data ensures the validity of the information used in this data collection. At this point, the triangulation approach is an attempt to verify the information gathered from several sources, procedures, and data analysis techniques that work to address an issue (Doyle et al., 2009) in research. Thus, researchers used observation, recording, and interviews to verify the validity of evidence that could be explained.

### 3. FINDING AND DISCUSSION

#### 3.1 Management In Improving Student Achievement at Smpn 3 Peterongan

This study explores the management of inclusive education at SMPN 3 Peterongan, focusing on the processes of planning, implementation, and assessment aimed at enhancing educational quality. The planning phase within inclusive education management is intricate and multifaceted, requiring thoughtful, collaborative dialogues among educators and support staff. These discussions are essential for formulating effective strategies and ideas tailored to the needs of a diverse student body. A well-defined division of responsibilities plays a pivotal role in this process, as it ensures that each individual has a clear role and actively contributes to achieving inclusivity goals. This structured approach is designed to guarantee that every member within the educational environment holds a unique, meaningful position, enabling them to support the overarching objective of inclusivity. Ultimately, this approach reflects a student-centered philosophy that prioritizes and thoughtfully addresses the individual needs and abilities of each student.

In terms of organizing schools, the school principal has a crucial role. The deputy head of the school, educators, and other education officials who are gathered for a coordination meeting support the school head in carrying out the student management strategy at SMPN 3 Peterongan. The deputy head's school job in the curriculum department is to assist with lesson planning for the classroom. The deputy head of the school overseeing student affairs assists in the planning of things pertaining to students in both academic and extracurricular contexts. In terms of facilities and infrastructure, deputy schools help with the development of facilities and infrastructure that facilitate student non-academic activities as well as the teaching and learning process. pupils' extracurricular pursuits. The goal of



SMPN 3 Peterongan's student management planning is to raise student accomplishment. The new school year is used to assess pupils' progress. The following steps must be taken in order to improve student accomplishment in the classroom during the new school year: 1) Organizing a committee to prepare the New Learner Admission (PPDB) program plan. 2) Making plans and determining each student's potential. 3) Planning for learner grouping. 4) Olympiad coaching and program planning. 5) amenities design infrastructure and amenities to assist academic activities of students.

The planning carried out in the PPDB program at SMPN 3 Peterongan is by forming an organizing committee. The committee plans what needs are needed in the PPDB program. Initially, the PPDB committee coordinates with the head of school and the deputy head of school, especially in the field of student affairs. In the coordination meeting, the things that are planned include the criteria and administrative requirements for admitting new students, the quota for admitting new students, and the grouping of new students according to the results of the selection process. In addition, there is evidence in non-academic fields of student management planning and its role in raising student accomplishment. Planning in this sector involves the following: 1) Identifying and planning for learners' potential, interests, and abilities. 2) Organizing a socializing program to inform students about the extracurricular activities that SMPN 3 Peterongan offers. 3) Arranging tutoring for extracurricular and life skills activities, which are not academic. 4) Designing infrastructure and facilities to assist students' extracurricular interests.

Planning facilities and infrastructure that will facilitating students' non-academic activities is very necessary. Given the facilities used for extracurricular activities that are contained in SMPN 3 Peterongan, namely extracurricular activities contained in SMPN 3 Peterongan are Scouting, Basic Student Leadership Training (LDKS), Youth Red Cross (PMR), Heritage Flag Raising Troops (PASKIBRAKA), Scientific Work, including Youth Scientific Activities (KIR), scientific mastery activities and academic abilities, research, training, openness or achievement competitions, including the development of sports talent, arts and culture, love of nature, journalism, theater, religion; and seminars, workshops and exhibitions or bazaars, with substances including career, education, health, human rights protection, religion, arts and culture.

### **3.2 Implementation In Improving Student Achievement at Smpn 3 Peterongan**

The implementation of the academic activity process is carried out in collaboration between one party and another, so that the objectives of SMPN 3 Peterongan, which has a vision of Excellence and Achievement, Healthy Environment, Faith and Noble Character. PPDB program coordinator in implementation continues to coordinate and maintain good communication with the school head, deputy head of school in the field of student affairs, and other committee.



The Olympics at SMPN 3 Peterongan has produced a variety of championships at the district, provincial, national and international levels. It is also in the implementation process that various parties work together to obtain proud achievements. The head of the madrasa, deputy head of the madrasa, teachers, and Olympic coaches coordinate in coaching students during the Olympic competition. Olympic coaching is scheduled by the coach teacher of each Olympiad, in one week the coaching is carried out two to three times. When approaching the implementation of the Olympics, coaching is carried out every day with the method of delivering material and training students to work on questions that have been prepared by the supervising teacher. In this coaching, coaching is very needed so that students master the Olympic material and can work on when the Olympics takes place.

**Table 1.** Prestasi Akademik dan Non- Akademik Periode Juli-Juli 2024

No	Nama Siswa	Kelas	Jenis Lomba	Peringkat	Waktu	Tingkat
1	Ahnaf Maulana Abbash	8F	Kompetisi Sains school bidang Matematika	I (Satu)	Juli 2023	Tingkat Kab.
2	Qanita Salma Ettaj	9D	Cerdas Cermat PAI Tingkat Propinsi	I (Satu)	Agustus 2023	Tingkat Propinsi
	Khoirina Ummi Hamidah	9A				
	Tsalisa Najma Al Munawaroh	9C				
3	Taliya Kanaya	8B	Baca puisi Kajari dan Radar Jawa Pos	I (Satu)	September 2023	Tingkat Kab.
4	Charisa Azka Naura	9F	Lomba Keagamaan Islam jenjang SMP Bidang Tartil Al Qur'an	Harapan I	Oktober 2023	Tingkat Kab.
5	Qonita Salma Ettaj	9D	Lomba Keagamaan Islam jenjang SMP Bidang	II (Dua)	Oktober 2023	Tingkat Kab.



			Membaca Kitab Alala			
6	Jihan Najwa Amilia	9E	Lomba Keagamaan Islam jenjang SMP Bidang Pildaraja	I (Satu)	Oktober 2023	Tingkat Kab.
7	Shafira Aurelia	7D	Lomba Keagamaan Islam jenjang SMP Bidang Hafalan Al Qur'an	Harapan II	Oktober 2023	Tingkat Kab.
8	Wilda Sayyidah Najahi	8B	Lomba Keagamaan Islam jenjang SMP Bidang MTQ	III (Tiga)	Oktober 2023	Tingkat Kab.
9	Fiona Dwi Putri	8A	Lomba Keagamaan Islam jenjang SMP Bidang CCI	I (Satu)	Oktober 2023	Tingkat Kab.
	Airina Zakiyatus Syarifa	8C				
	Talenta Nabiilah Tsarwa	9D				
10	Qanita Salma Ettaj	9D	Cerdas Cermat Islami Terintegrasi (CCIT) Kompas 2023 MA Unggulan Darul Ulum Rejoso	II (Dua)	November 2023	Tingkat Propinsi
	Khoirina Ummi Hamidah	9A				
	Tsalisa Najma Al Munawaroh	9C				
11	Alisa Syakira Salma	8D	Kompetisi Da'I Muda (KDM) Kompas 2023 MA Unggulan Rejoso	III (Tiga)	November 2023	Tingkat Propinsi



12	Talita Hasna Humaira	9F	Penulis Cerpen Terbaik 1 Tingkat SMP/MTs Jombang dalam Program GEMMURU Tahun 2023	I (Satu)	November 2023	Tingkat Kab.
13	Taliya Kayana	8B	Lomba Bahasa Jawa Cabang Lomba Maca Guritan	II (Dua)	November 2023	Tingkat Kab.
14	Rania Nur Fauziah	8D	Lomba Bahasa Jawa Cabang Lomba Ndongeng	Harapan I	November 2023	Tingkat Kab.
15	Zada Afiya	9A	Lomba Speech NCC SMA Darul Ulum 1	I (Satu)	Januai 2024	Tingkat Nasional
16	Fauzi Azmi Hanif	8H	OSN IPA	Perwakilan Kab	Mei 2024	Kabupaten
17	Muhammad Alfarezky A.M	8F	OSN Matematika	Perwakilan Kab	Mei 2024	Kabupaten
18	Rakha' Hakam Narendra	8F	FLS2N (cabang lomba pantomim)	I (Satu)	Mei 2023	Kabupaten
	Jagad Royyan Al Wafi	7G				
19	Satria Erlangga	8g	FLS2N (cabang lomba ilustrasi)	II (Dua)	Mei 2023	Kabupaten
20	Rania Nur Fauzia	8D	KSM (Terpadu)	I (satu)	Juli 2024	Kabupaten
	Zakiya Eugene Wato	8B				
	Fakry Habiburrahman	7J				



Students select extracurricular activities that align with their interests and talents after socializing, which is the first step in the identification of talents, interests, and potential. Moreover, coaching and scheduling are done in compliance with the terms of the extracurricular coach agreement. The deputy head of school for student affairs and the head of school coordinate the selection of extracurricular coaches. The scheduling of extracurricular events is done in compliance with the regulations of each extracurricular activity, not all at once. concurrently, while adhering to each extracurricular activity's rules. In order to get the best outcomes possible, coaching and training are considerably more extensive when there is a competition or event that includes extracurricular activities.

### 3.3 Evaluation In Improving Student Achievement at Smpn 3 Peterongan

Evaluation carried out at SMPN 3 Peterongan regarding student management student management listed on EDM (school Self Evaluation) in improving student achievement in academic field, namely by holding daily tests and school exams school exam. From the tests and exams can be seen the value of students during the learning process. If there is an increase, it will will continue to be maintained and if there is decline will be further evaluated about the methods, learning strategies that have been applied. Head of school evaluates learning outcomes periodically, usually in coordination with deputy head of school in all fields curriculum, student affairs, public relations, facilities and infrastructure, as well as all teachers. The evaluation is carried out at the end of the odd semester and the end of the even semester. The results of the assessment are compared with previous assessments. This step is taken to measure the success of the program according to the predetermined target. As far as the researcher's observation, the implementation of academic activities to improve achievement at SMPN 3 Peterongan is quite good, it is evidenced by the various achievements that have been made. with various kinds of achievements that have been achieved by students.

## 4. CONCLUSION

The student management planning at SMPN 3 Peterongan is geared towards improving student achievement in the upcoming academic year through both academic and non-academic initiatives. The academic planning includes several key components aimed at fostering a supportive learning environment. First, the Admission of New Learners (PPDB) program is carefully structured to ensure a smooth integration of new students into the school system. Following this, the school works to identify the individual potential of each learner, which allows for the effective grouping of students according to their abilities and needs. Additionally, there is a focus on preparing students for Olympiad competitions, which serve as a platform for students to showcase their academic strengths at both local and national levels. To support these academic endeavors, the school ensures that necessary facilities are in place, providing the tools and resources students need to excel.



On the other hand, non-academic planning plays a crucial role in the holistic development of students. The school recognizes the importance of nurturing students' talents and interests beyond the classroom. As part of this, efforts are made to identify and develop students' extracurricular interests, whether in sports, arts, or other areas. Socialization about the available non-academic activities is conducted to encourage student participation. To ensure that students can fully engage in these activities, coaching and mentoring programs are offered, helping students to hone their skills in various fields. Similar to the academic programs, the school also prioritizes the availability of facilities that support non-academic activities, creating an environment where students can thrive both academically and personally.

Together, these plans are designed to create a balanced and dynamic school experience that promotes both intellectual growth and personal development. The implementation of student management to improve student achievement is coordinated with the principal of the school, the vice principal, teachers, Olympiad coaches, and extracurricular activity advisors. Both academic and non-academic activities at SMPN 3 Peterongan have been carried out effectively and have shown significant progress. These activities are conducted according to a predetermined schedule and are not held simultaneously. The implementation of academic and non-academic programs involves collaboration between different parties to ensure the achievement of the school's goals. SMPN 3 Peterongan has a vision of nurturing individuals who are faithful, pious, knowledgeable, diligent, virtuous, globally aware, excellent, competitive, and environmentally conscious. Through this coordinated approach, the school is prepared to shape a generation of excellence.

At SMPN 3 Peterongan, student management is key in ensuring the smooth execution of both academic and non-academic programs, contributing to the overall success of the students. The coordination among various stakeholders such as the principal, vice principal, teachers, and activity supervisors ensures that students receive well-rounded support in their learning journeys. The programs, ranging from academics to extracurriculars, are designed not only to enhance students' academic performance but also to cultivate their talents and character. With a focus on adherence to the scheduled plans and avoiding overlapping activities, the school ensures that each program runs effectively, allowing students to participate fully. This collaborative effort between different parties, including teachers and program coaches, reflects the school's dedication to fostering an environment conducive to holistic development. The vision of SMPN 3 Peterongan, which emphasizes religious faith, global awareness, competitiveness, and environmental consciousness, serves as the guiding principle in shaping its students into future leaders. By striving towards this vision, the school is committed to producing a "golden generation" that excels in all aspects of life, equipped with the knowledge, skills, and moral values needed to succeed in an increasingly globalized world.

The evaluation of student management at the school emphasizes the importance of scheduling Olympiad coaching sessions and extracurricular activities in a systematic and organized manner. By doing so, the institution aims to ensure that students are



provided with the necessary support to enhance both their academic and non-academic achievements. Additionally, the school is actively working on developing strategies to identify and nurture talents and interests in students who have yet to achieve notable success. These efforts are focused on providing opportunities for all students, especially those who may not have discovered their strengths or passions, to explore and develop their potential. Students who participate in competitions are encouraged to improve their integration of knowledge and competencies, with the goal of achieving better results. This focus on holistic development helps prepare students to face challenges in academic and non-academic competitions with greater confidence and competence. The school continuously seeks to innovate and coordinate with stakeholders, including teachers, parents, and school leadership, to ensure that students are well-equipped for both academic and non-academic activities. These stakeholders play a crucial role in fostering an environment where students can thrive and reach their full potential.

In addition to external support, internal factors are equally essential in helping students succeed. Building students' self-confidence, cultivating a strong sense of spirituality, and encouraging them to set high aspirations are important elements that contribute to their motivation and drive. External factors such as support from the head of the school, teachers, parents, and peers also play a significant role in motivating students to push beyond their limits and develop their knowledge, interests, and talents. Through this combination of structured programs, strategic planning, and comprehensive support from both internal and external sources, the school aims to create an environment where every student feels empowered to grow and achieve. By offering resources and encouraging cooperation between teachers and students, the institution is dedicated to supporting continual improvement. Students benefit from this strategy not just in contests but also in their general academic and personal development. The school guarantees that pupils develop into well-rounded people who are equipped to confidently take advantage of opportunities and overcome obstacles in the future by promoting teamwork.

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