



Student Management Practices in a Leading Madrasah and Their Impact on Students' Achievement at MAN 2 Kediri City

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Abstract

Student management is one of the key components in the education system that plays a strategic role in improving the quality and achievement of students. This study aims to analyze the implementation of student management in a leading madrasah to enhance student achievement at MAN 2 Kota Kediri. The research employed a qualitative descriptive approach with a case study method. Data were collected through observation, in-depth interviews, and documentation involving various stakeholders, including the Vice Principal for Student Affairs, Guidance and Counseling teachers, Akidah Akhlak subject teachers, competition coaches, and students with academic and non-academic achievements. The results reveal that MAN 2 Kota Kediri applies effective and sustainable student management strategies through strong collaboration among the school administration, teachers, and mentors. These strategies include a rigorous student admission process, systematic achievement development programs, and continuous motivation and facilitation to support student potential. The implementation of a conducive and well-structured student management system significantly contributes to the improvement of both academic and non-academic student achievements. Therefore, MAN 2 Kota Kediri is appropriately recognized as an outstanding madrasah and a model for effective student management implementation in Islamic educational institutions.

Keywords: : Student Management, Islamic Senior High School, Student Achievement

Abstrak

Manajemen kesiswaan merupakan salah satu komponen penting dalam sistem pendidikan yang berperan strategis dalam meningkatkan mutu dan prestasi siswa. Penelitian ini bertujuan untuk menganalisis implementasi manajemen kesiswaan pada madrasah favorit dalam upaya meningkatkan prestasi siswa di MAN 2 Kota Kediri. Pendekatan penelitian yang digunakan adalah kualitatif deskriptif dengan metode studi kasus. Data dikumpulkan melalui observasi, wawancara mendalam, dan studi dokumentasi terhadap berbagai pihak yang terlibat, meliputi Wakil Kepala Madrasah bidang kesiswaan, guru Bimbingan dan Konseling, guru mata pelajaran Akidah Akhlak, guru pembina lomba, serta siswa berprestasi di bidang akademik dan non-akademik. Hasil penelitian menunjukkan bahwa MAN 2 Kota Kediri menerapkan strategi manajemen kesiswaan yang efektif dan berkelanjutan melalui kolaborasi antara pihak sekolah, guru, dan pembimbing. Strategi tersebut mencakup seleksi ketat dalam penerimaan peserta didik baru, pembinaan prestasi secara sistematis, serta pemberian motivasi dan fasilitasi yang mendukung potensi siswa. Implementasi manajemen kesiswaan yang kondusif dan terarah ini berkontribusi signifikan terhadap peningkatan prestasi akademik maupun non-akademik siswa. Dengan demikian, MAN 2 Kota Kediri



layak disebut sebagai madrasah unggulan yang mampu menjadi model dalam penerapan manajemen kesiswaan efektif di lingkungan pendidikan madrasah.

Kata kunci: Manajemen Kesiswaan, Madrasah Aliyah, Prestasi Siswa.

INTRODUCTION

Student management is an important aspect that requires serious attention because it involves a series of activities related to the management of students within the school environment. Its primary objective is to regulate all processes related to students, starting from the admission stage, the implementation of learning activities, to the graduation process. All of these stages are directed to run in an orderly and efficient manner and to achieve optimal outcomes in accordance with educational objectives (Mashudi 2022).

Student management plays a significant role in managing and improving the quality of education, particularly through students as the central element of the educational process. Its scope includes various areas, such as student data administration, the organization of extracurricular activity schedules, supervision of student discipline, and the development of students' talents and abilities (Devi et al. 2023). In both formal and non-formal educational settings, improving student quality is one of the main aspects that must receive serious attention, as students are the core of all educational activities.

The success and progress of an educational institution are partly determined by the extent to which its students are able to develop optimally in terms of knowledge, skills, and attitudes. Moreover, students' active involvement in the learning process is a key factor in ensuring the sustainability and success of the institution. Therefore, efforts to improve student quality must be conducted comprehensively and continuously, starting from learning planning and instructional methods to the evaluation of learning outcomes. One indicator of success in improving educational quality can be observed through the various achievements attained by students, both in academic and non-academic fields (Aslami and Alfariysi 2023).

MAN 2 Kediri City is one of the leading madrasahs in Kediri City. In 2022, it ranked 16th among the best Madrasah Aliyah (MA) in Indonesia and third best in East Java (Basalamah, 2022.). Furthermore, in 2025, MAN 2 Kediri City recorded an outstanding achievement by receiving the "Banyak Juara" award after winning 119 prestigious achievements within only six months (MAN 2 Kota Kediri, *Tsunami Trophy Di MAN 2 Kota Kediri: Raih 119 Prestasi Bergengsi Dalam Setengah Tahun*, Kediri 2025). MAN 2 Kediri City is widely recognized as a superior madrasah due to its consistency in achieving various accomplishments from year to year. These achievements cover diverse fields, including academics, arts, sports, and scouting. Such accomplishments not only reflect the quality of

the students but also indicate the effectiveness of the educational management system implemented at the madrasah.

Based on the background described above, the main focus of this study is to examine the student management planning process at MAN 2 Kediri City in organizing various student activities, including new student admissions, student guidance, potential development, and evaluation. In addition, this study highlights the roles of subject teachers and Guidance and Counseling (BK) teachers in supporting the improvement of student achievement. Subject teachers play a role in academic instruction, while BK teachers assist students in emotional, social, and personal development aspects. Both therefore contribute significantly to the overall educational process.

Moreover, this study explores the strategies employed by competition coaches in guiding students to achieve success at local, regional, and national levels. These strategies include training, motivation, and intensive mentoring provided to prepare students for various competitions. In addition to highlighting achievements, this study also examines the challenges encountered in the implementation of student management, such as time constraints, limited resources, and student participation, as well as the solutions or measures taken by the madrasah to address these challenges in order to ensure that student management activities continue to function optimally.

The purpose of this study is to identify and examine student management planning at MAN 2 Kediri City, analyze the roles of subject teachers and Guidance and Counseling teachers in improving student achievement, explore the strategies used by competition coaches in guiding students to achieve success, and identify the challenges and solutions faced in the implementation of student management. The findings of this study are expected to provide both theoretical and practical contributions, serving as additional insight for the development of educational management studies and as evaluation material and reference for schools. For future researchers, this study is expected to serve as a reference and foundational consideration for further research on student management, particularly in the context of improving student achievement in madrasah.

Well directed and structured student management is a crucial initial step in creating an effective educational system (Devi et al. 2023). A study by Auliya et al., which examined student management at MAN 1 Jombang, concluded that improving student achievement requires continuous efforts through training aligned with students' skills in order to foster their potential development (Auliya et al. 2022). Harun and Istiqomah, in their study at MA Unggulan Mamba'ul Huda, stated that high student learning motivation and professional educators effectively support the improvement of student achievement (Rosid and Istiqomah 2020). In addition, Ramdani et al. emphasized that improvements in student achievement are supported by three main pillars of discipline development, namely discipline in appearance, social interaction, and learning (Fauzi et al. 2023).



METHOD

This article employs a descriptive qualitative approach using a case study research design aimed at describing and analyzing the implementation of student management at MAN 2 Kediri City. The study was conducted at MAN 2 Kediri City, located at Jalan Letjen Suprpto No. 58, Banjaran, Kota District, Kediri City, East Java Province. MAN 2 Kediri City was selected as the research site because it is one of the leading madrasahs in the Kediri residency area, recognized for its numerous achievements in both academic and non-academic fields, and for ranking third among the best Madrasah Aliyah in East Java.

The research subjects consisted of eight informants, namely Mrs. Iin Hikmawati, S.Pd., the Vice Principal for Student Affairs at MAN 2 Kediri City; Mr. Agus Slamet, S.Pd., a teacher of Aqidah Akhlak; Mrs. Isna and Mrs. Riska, Guidance and Counseling (BK) teachers; Mrs. Tyas Asih Ismiati, S.Pd., a competition coach; Eria and Rara from class XI-7, non-academic high-achieving students in the field of volleyball; and Alifadinna Halifa from class X-10, an academically high-achieving student in the field of Geography.

Data collection techniques included observation, interviews, and documentation involving relevant informants. Data analysis employed the interactive model proposed by Miles and Huberman, which consists of three main stages: data reduction, data display, and conclusion drawing (Miles et al. 2014). In addition to direct field observations, interviews were also conducted online with one academically high-achieving student in the field of Geography. The interview was conducted using a synchronous approach via video call through the WhatsApp application. The selection of this online method was based on several considerations, including the school holiday period, distance limitations, and the accessibility of internet technology. To complement the primary data, supporting data were also obtained from scientific articles published within the last five years, as well as other relevant sources aligned with the focus of the study.

RESULTS AND DISCUSSION

Student management is one of the essential elements in the implementation of education, as students serve as the primary subjects in the learning process at school (Rosid and Istiqomah 2020). According to Maulita et al., student management consists of planning processes that include a series of activities in student admission (PPDB New Student Admission), as well as guidance processes that encompass student orientation, extracurricular activities, student organizations (Fosu 2025) (Ribeiro et al. 2024), and graduation. Student management plays a significant role in improving the quality of educational institutions (Kumar et al. 2025). Therefore, student management must be implemented properly and effectively to ensure that institutional educational goals are achieved optimally. In this regard,

the student management system at MAN 2 Kediri City can be considered successful, as it has demonstrated its ability to produce many high-achieving students and establish itself as a nationally recognized academic excellence madrasah. The results of this implementation are presented as follows.

Student Management Planning at MAN 2 Kediri City

Effective student management planning is an essential initial step in creating a learning environment that supports student success. Planning is an early-stage process aimed at determining a series of actions to be carried out in order to achieve specific goals efficiently and effectively. According to Muslimin, as cited in Auliya, planning refers to systematic efforts to organize steps so that intended objectives can be optimally achieved (Auliya et al. 2022). Without well-prepared planning, student programs may operate without clear direction, lack structure, and fail to reach their intended targets. Therefore, the formulation of realistic and well-structured planning is crucial to ensure that all student-related activities align with the vision and mission of the educational institution.

Student management planning at MAN 2 Kediri City is closely associated with the central role of the principal and is supported by vice principals, teachers, and educational staff. This planning process is conducted routinely at the beginning of each academic year. Mrs. Iin Hikmawati, S.Pd., the Vice Principal for Student Affairs at MAN 2 Kediri City, who has served since 2015, stated during the interview that a review is conducted at the end of every academic year under the leadership of the principal to evaluate which programs need improvement.

Each vice principal is required to develop an annual work program according to their respective areas. The student affairs work program includes new student admission (PPDB), extracurricular orientation programs, competition facilitation, campus expos, and student graduation ceremonies. To maximize the development of student talents, MAN 2 Kediri City offers 20 extracurricular development programs, allowing students to choose more than one activity. These extracurricular activities include scientific writing clubs (KIR), Youth Red Cross (PMR), scouting, academic coaching in science and mathematics, and other enrichment programs.

In addition to expanding students' potential development, MAN 2 Kediri City fully facilitates high-achieving students who wish to participate in competitions outside the madrasah. Competition coaching is conducted by subject teachers according to their respective fields. The student affairs division prioritizes competitions organized by state universities or accredited private universities, as participation in such events can provide greater opportunities for students to pursue higher education at public universities. However, participation in external competitions must first receive approval from the principal, which subsequently influences the level of facilitation provided.



The Role of Subject Teachers and Guidance and Counseling Teachers in Improving Student Achievement at MAN 2 Kediri City

The implementation of academic activities in schools cannot function optimally without strong collaboration among various stakeholders (Haluti et al. 2025). One crucial form of collaboration is between subject teachers and Guidance and Counseling (BK) teachers. Subject teachers are responsible for delivering instructional content and fostering students' academic competencies (Hasibuan and Yusuf 2025), while BK teachers assist students in psychological, social, and character development aspects. This collaboration is essential to comprehensively understand students' conditions, both academically and non-academically. For instance, when a student experiences a decline in academic performance, subject teachers can collaborate with BK teachers to identify underlying causes and provide appropriate solutions, such as counseling services, academic assistance, or tailored learning strategies. This cooperation represents a synergistic effort that supports the creation of a healthy, responsive learning environment capable of accommodating students' individual and group needs.

In line with this, Mr. Agus Slamet, M.Pd., a teacher of Aqidah Akhlak at MAN 2 Kediri City, stated in an interview that parental support and motivation play a crucial role in influencing students' learning outcomes. As an academic mentor, he consistently encourages students to study diligently and emphasizes the importance of parental involvement in providing encouragement and learning support at home (Agus Slamet, "Interview with Agus Slamet, an Aqidah Akhlak Teacher").

The role of subject teachers, in this context, is as the primary facilitators in improving students' academic achievement. Mr. Agus applies discussion-based learning methods and categorizes students into several groups based on their abilities, as measured through pre-tests. Students with lower academic performance receive remedial instruction and enrichment activities, accompanied by motivational support to enhance their learning outcomes. Considering that many students at MAN 2 Kediri City actively participate in competitions, some students are occasionally permitted to leave classroom learning to attend competition coaching sessions outside the madrasah. In such cases, subject teachers emphasize the importance of maintaining balance between academic learning and competition participation. Students are encouraged to borrow classmates' notes or seek direct explanations from teachers to ensure continuity in learning.

As a subject teacher, Mr. Agus also collaborates with other subject teachers to monitor students' academic progress. Beyond academic outcomes, as a teacher of Aqidah Akhlak, he prioritizes character development, consistently emphasizing the importance of honesty and politeness toward all teachers and staff within the madrasah. In addition, the role of BK

teachers is equally vital in improving student achievement. Mrs. Riska and Mrs. Isna, BK teachers at MAN 2 Kediri City, explained that BK teachers provide individual and group counseling services for students experiencing learning difficulties, personal issues, or social challenges.

Students independently visit the BK office to consult about their concerns. BK teachers offer guidance, including talent and interest development as well as career planning. Through psychological approaches and structured guidance, BK teachers assist students in recognizing their potential, enhancing learning motivation, and addressing issues that may disrupt concentration and enthusiasm for learning. BK teachers also maintain communication with subject teachers and parents to monitor students' overall development. By addressing emotional, social, and academic dimensions, BK teachers serve as key supporters in fostering a conducive learning environment and improving student achievement quality.

Strategies of Competition Coaches in Achieving Student Excellence at MAN 2 Kediri City

Student development is a vital aspect of student management aimed at maximizing students' potential in academic, skill-based, and character-related domains. Development activities are conducted in a directed and continuous manner to enable students to grow according to their interests, talents, and abilities. Planning is a critical initial step in the development process, as it involves analyzing students' needs and aligning them with their developmental stages and priorities. Once the planning phase is completed, the next step involves implementing the designed activities through training, guidance, and student empowerment in various programs, including skill development initiatives.

A study by Rizki Syahputra at MTs Negeri 3 Medan indicated that madrasahs provide extensive opportunities for students to participate in extracurricular activities, including coaching programs across various competition fields. All madrasah stakeholders actively engage in guiding and motivating students to ensure that planned activities are implemented optimally, thereby positively impacting student achievement and personal development.

Similarly, MAN 2 Kediri City consistently prioritizes student facilitation, particularly in coaching activities for extracurricular programs and external competitions. Mrs. Tyas Asih Ismiati, S.Pd., a teacher of History and Anthropology and a competition coach at MAN 2 Kediri City, stated that students at MAN 2 Kediri City generally possess strong academic and achievement-oriented backgrounds. Out of a large number of applicants, only approximately 300–400 students are accepted, indicating a highly selective admission process. Consequently, admitted students are considered academically and non-academically superior and are intentionally committed to self-development. This serves as a strong foundation for the madrasah to continuously support and facilitate their growth. Therefore, Mrs. Tyas's

primary focus is to continuously motivate and mentor students to maintain academic focus while actively participating in various activities, particularly competitions outside the madrasah. Such motivation is expected to help students maintain a balance between academic achievement and competition participation.

Challenges and Solutions in the Implementation of Student Management at MAN 2 Kediri City

The various achievements attained by MAN 2 Kediri City indicate that this madrasah has been able to maintain its quality and competitiveness amid the continuously evolving dynamics of education. This condition is closely related to institutional management practices that enable the school to remain excellent, particularly in terms of student management. The success of students' academic progress and achievements requires authentic and valid data to accurately identify and monitor such accomplishments. However, these achievements are inseparable from the various challenges faced by the institution, mentors, and students, which must be addressed and managed wisely. If not handled properly, these challenges may become obstacles to achieving educational goals (Putri et al. 2025).

In the current era of globalization, education is not only confronted with internal and academic challenges but is also influenced by external environmental factors. This was also conveyed by Mrs. Iin Hikmawati, S.Pd., the Vice Principal for Student Affairs at MAN 2 Kediri City, who explained that one of the main challenges is ensuring that students are able to adapt to contemporary conditions in which external environments exert strong influences. Therefore, student self-development must be continuously enhanced. This statement reflects the realities faced by students who are surrounded by information flows, cultural influences, and social environments, including peers, communities, and families. To address these challenges, Mrs. Iin emphasized that collaboration among all mentors, teachers, and students is the key to creating a supportive and adaptive school environment. She also noted that as an upper secondary education institution, MAN 2 Kediri City allows students to participate in a wide range of external events, which presents an additional challenge in selecting and prioritizing suitable activities.

However, a study conducted by Hellen Prasilia and Ade Akhmad Saputra at SMP Negeri 54 Palembang revealed that student resistance can become an obstacle in implementing institutional policies. Non-compliance and rejection often arise when new regulations aimed at self-development are introduced, as students may perceive these policies as disruptive to their established routines. This phenomenon indicates that even when policies are designed with positive intentions, inappropriate implementation strategies may lead to resistance. Therefore, teachers must apply effective communication strategies and actively involve students in the change process to foster understanding and acceptance.



On the other hand, the role of mentors is also crucial in the implementation of student management. Mrs. Tyas Asih, as a competition coach, faces her own challenges. She explained that the wide variety of engaging extracurricular activities offered by the madrasah encourages many students to participate in more than one activity, resulting in increasingly dense schedules. The challenge lies in guiding and supervising students so that they remain consistent in their commitments without neglecting any of their responsibilities. To address this issue, Mrs. Tyas provides flexibility by offering guidance beyond regular school hours, without strict time limitations, provided that students demonstrate seriousness and commitment. Recognizing individual differences in abilities, she continuously motivates students to maintain balance among study time, competition preparation, and adequate rest.

Based on interviews with Mr. Agus Slamet, S.Ag., a subject teacher of Aqidah Akhlak, additional challenges were identified, including declines in academic performance and differences in students' attitudes inside and outside the classroom. This condition suggests that some students may display positive behavior only in specific subjects. To address these challenges, Mr. Agus applies two approaches: classical (collective) motivation and individual motivation. He delivers motivational guidance to students collectively across varying achievement levels and also conducts personal face-to-face interactions to encourage improvements in both academic performance and character development (Tyas Asih Ismiati, "Interview with Tyas Asih Ismiati").

From the students' perspective, the learning process also presents its own challenges. Alifadinna Halifa, a student from class X-10 recognized for her academic achievements, particularly in Geography, stated that one of the main challenges she faces is managing time effectively between academic learning and participation in ongoing events. In balancing study time and preparation for the National Science Olympiad (OSN) (Alifadinna Halifa, "Interview with Alifadinna Halifa"), Alifadinna demonstrates strong commitment to prioritization. She allocates approximately 60% of her time to academic learning and 40% to OSN preparation. Nevertheless, she emphasized that OSN preparation requires deeper and more complex understanding, which cannot be underestimated despite the smaller time allocation. Consequently, she engages in independent learning by utilizing not only textbooks and modules but also digital media, particularly YouTube, as supplementary learning resources.

Meanwhile, Rara and Elia, students from class XI-7 who have achieved non-academic excellence in volleyball through extracurricular activities, shared their experiences from a student perspective (Rara and Elia, "Interview with Rara and Elia"). They identified time constraints for training as a major challenge, particularly since MAN 2 Kediri City prioritizes academic excellence. Because competitions are not held daily, training schedules must be adjusted, such as conducting practice sessions in the afternoon or evening when feasible. Volleyball extracurricular activities are held on Tuesdays after school (15:30-17:00) and



Fridays (14:00–15:00) under the direct supervision of Mrs. Tina. Therefore, students must maximize these limited opportunities to develop strategies and enhance their skills. To address these challenges, in addition to providing direct guidance, Mrs. Tina also invites external coaches with specialized expertise. Students also strive to maintain teamwork, communication, sportsmanship, and solidarity to strengthen team performance (“Interview with Rara and Elia”).

CONCLUSION

Student management makes a significant contribution to improving the quality of educational institutions. Therefore, student management must be organized appropriately and effectively, as demonstrated by the student management system implemented at MAN 2 Kediri City. MAN 2 Kediri City is one of the leading madrasahs in Kediri City, having ranked 16th among the best Madrasah Aliyah (MA) in Indonesia and third in East Java. In 2025, MAN 2 Kediri City achieved 119 awards within a six-month period. This achievement serves as evidence that MAN 2 Kediri City has been successful in managing its student affairs.

Efforts to improve the quality of students at MAN 2 Kediri City are carried out comprehensively, starting from planning, methods and strategies, approaches to overcoming various challenges, and evaluation. The principal, vice principals, teachers, and educational staff all contribute to educational management planning. This process begins with the development of work programs in each area, such as new student admission (PPDB), student orientation programs (PAB), educational expos, and graduation ceremonies. In addition, to support talent development, MAN 2 Kediri City offers 20 extracurricular activities, allowing students to participate in more than one program.

To further explore students’ potential, MAN 2 Kediri City provides facilitation for students participating in competitions outside the madrasah, including guidance, mentoring, and other supporting facilities. This success is also closely related to the role of Guidance and Counseling (BK) teachers, who provide mentoring and support in psychological, social, and character development aspects. BK teachers offer individual and group counseling services, guiding students in talent development, career planning, and addressing issues that may disrupt concentration and learning motivation.

Despite the success achieved by MAN 2 Kediri City, the school and mentors also face several challenges, such as external influences, event selection, students’ overloaded schedules, differences in behavior, and declines in academic performance. To address these challenges, the school implements a rigorous new student admission selection process as an initial foundation for academic and talent development. Teachers and mentors continuously motivate students to remain consistent in their commitments. This motivation is delivered



through two approaches: classical (collective classroom-based) motivation and individual motivation as a form of personalized student engagement.

As the main subjects of the learning process, students also experience challenges, particularly in managing time between school activities and participation in events. One strategy employed by students is effective scheduling and optimal use of time for preparation and skill development. In addition, students maintain teamwork, communication, and coordination with peers and mentors. Therefore, it can be concluded that MAN 2 Kediri City is a leading madrasah that excels in both academic and non-academic fields.

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