

Student Management in Competency Improvement and Character Development of Learners

Arina Izzaty, Mutohharun Jinan
Universitas Muhammadiyah Surakarta
*E-mail: G000200064@student.ums.ac.id

Article received: April 2024, Revision: May 2024, Approval: July 2024

DOI: 10.17977/um025v8i32024p148

Abstract: The implementation of learning activities in schools can run because of the presence of students who are the main part in the process of transmitting knowledge. Therefore, the existence of students needs to be managed properly. Thus, a good student management system must be established to support the growth and development of students according to their potential and intelligence. This study aims to explain student management to improve the competence and character development of students at MA PPMI Assalaam Sukoharjo. This research uses a qualitative approach with the type of field study. Data were obtained from observations, interviews and documentation. While data analysis uses data reduction techniques, data presentation and conclusion drawing referring to the Miles & Huberman technique. The results showed that the student management process implemented was proven to be able to improve students. Through student management, MA PPMI tries to give progress to children every morning, namely when in the morning they come on time, they are given a reward by giving good words. In addition, MA PPMI Assalaam Sukoharjo also has a special program, namely by holding an evening study program. Student management has a significant role in improving the competence and character development of students as well as in the aspect of character building. Through character building programs organized by the boarding school, learners are given the opportunity to develop Islamic values, leadership, togetherness, and responsibility, all of which are important factors in achieving academic and life success.
Keywords: Student Management, Competency Improvement, Character Development.

INTRODUCTION

Education is the main pillar in the development of a nation, involving various elements that are interrelated and cannot be separated from one another (Fachrudin, 2020). One of the main elements in education is students or learners, as explained in Law Number 20 of 2003 concerning the National Education System. Article 1 of the law mentions important components in the implementation of education,

namely students, educators (teachers), education personnel (staff), curriculum, infrastructure, and education providers (UU No. 20, 2003). In a good education system, each of these components must be managed optimally so that the learning process runs smoothly and the competence and character development of students increases (Ikhwan, 2022).

The success of an educational institution is not only determined by the quality of its curriculum and teaching staff, but also by how students are managed. Learners as the main part in the process of transmitting knowledge, need a good management system to support the development of their potential and intelligence, be it intellectual intelligence (IQ), spiritual intelligence (SQ), emotional intelligence (EQ), or social intelligence. Therefore, the management of students or student management is crucial in efforts to improve the competence and character development of students (Puspitarona, 2020).

Each learner has diverse abilities and potentials, ranging from academic fields, interests and talents, to socialization skills. To manage these abilities and potentials well, services are needed that are tailored to the abilities of each learner (Daryono et al., 2021). Student management aims to provide services that can accommodate all the needs of learners, from the beginning of enrollment to the completion of studies. Thus, student management plays an important role in helping learners reach their maximum potential and supporting their growth and development according to their abilities and intelligence (Ikhwan & Yuniana, 2022).

Student management is concerned with various approaches in managing learners to achieve educational goals. Student management involves several important aspects such as learner administration, guidance and counseling services, developing learner potential, and managing extracurricular activities. Some relevant theories in the context of student management include motivation theory, development theory, and learning theory (Auliya et al., 2022).

First, motivation theory, as proposed by Abraham Maslow with his hierarchy of needs, explains that learners need to fulfil basic needs before they can achieve higher needs such as self-actualization. Therefore, student management must ensure that learners' basic needs are met so that they can learn optimally (Simatupang & Kairupan, 2022; Yuliana, 2019). Second, developmental theories, as outlined by Jean Piaget and Lev Vygotsky, emphasize the importance of understanding learners' developmental stages in order to provide education that is appropriate to their developmental stages. Piaget emphasizes the cognitive development of learners, while Vygotsky emphasizes the role of social and cultural interactions in cognitive development. Student management needs to pay attention to the developmental stage of learners in order to provide services that suit their needs (Danoebroto et al., 2015; Hafiz et al., 2023). Third, learning theories, such as Albert Bandura's social learning theory, emphasize the importance of models and reinforcement in the learning process. Bandura suggests that students learn through observation and imitation of models (Putri et al., 2021). Therefore, student management must provide an environment conducive to learning by

providing good models and reinforcing positive behavior (Purnaningtyas & Fauziati, 2022).

This research was conducted in the scope of boarding school education, an integral part of the educational tradition in Indonesia, which not only emphasizes academic aspects, but also the formation of strong character and personality. Modern Islamic Boarding School Assalam Boarding School Surakarta is one of the educational institutions that bases its learning on Islamic principles, while still paying attention to the times and the demands of modern society. In the context of education in boarding schools, student management plays a very important role. Student management is not only related to administrative management and daily activities of students, but also closely related to the learning process and the achievement of competence and character development.

By understanding the important role of student management, boarding schools can improve the effectiveness of education provided to students. Boarding schools strive to improve the quality of their education and produce graduates who not only have good academic knowledge, but also have strong Islamic moral and ethical values. In addition, boarding schools have a very significant role in teaching and developing Islamic culture. As an educational institution that unites academic and spiritual aspects, pesantren must be able to manage their students well to achieve the expected educational goals.

There has been a lot of research on student management and its impact on the competence and character development of students. Some relevant studies include: Research by Chamidi, (2017) found that good student management can improve student discipline and motivation to learn. This research shows that effective administrative management, appropriate guidance and counseling services, and the development of interesting extracurricular activities can improve the competence and character development of students. Research by Amin et al., (2019) examined the role of student management in improving students' academic achievement in secondary schools. The results showed that student management that involves active participation of students in school activities, rewards for achievement, and provides adequate learning facilities can improve students' academic achievement. Research by Wibowo, (2019) examined the impact of student management on the character building of students in boarding schools. This study found that student management based on Islamic values can shape the character of students who are strong, disciplined, and have integrity. The results also show that boarding schools that have a good student management system can produce graduates who are not only academically intelligent, but also have high morals and ethics.

This research has some uniqueness that distinguishes it from previous studies. First, the focus of this research is on boarding schools, which are educational institutions with different characteristics compared to public schools. Second, this study not only highlights the academic aspects of student management, but also emphasizes the importance of character building and the development of students' potential in various aspects of intelligence. Third, this study examines student management in the context of changes and

challenges of modern times. Thus, this research is expected to make a significant contribution in understanding the role of student management in improving the competence and character development of students in Islamic boarding schools, as well as providing practical recommendations for education managers in optimizing student management to achieve the expected educational goals.

METHOD

This research uses qualitative research with a case study approach. This approach was chosen because this research aims to explore in depth how student management at MA PPMI (Pondok Pesantren Modern Islam) Surakarta in improving the competence and character development of students. Case studies allow researchers to gain a deep and holistic understanding of the phenomenon under study through direct observation and detailed analysis. The data used in this research consists of primary data and secondary data: Primary Data: Primary data was obtained directly from the field through interviews, observations, and documentation. The main respondents in this research are the principal, vice principal for student affairs, teachers, administrative staff, and students at MA PPMI. Secondary Data: Secondary data is in the form of official documents, annual reports, school policies, student records, and other related publications relevant to the research (Ikhwan, 2021).

The data collection techniques used in this research include: In-depth Interviews: Interviews were conducted with the principal, vice principal for student affairs, teachers, and administrative staff to obtain in-depth information about student management and the strategies used in improving students' competence and character development. Participatory Observation: Researchers made direct observations of student activities, the learning process, and interactions between students and teachers at MA PPMI. This observation aims to obtain empirical data on the implementation of student management in the field. Documentation: The collection of official school documents such as curriculum, student work programs, activity reports, and student achievement records. These documents were used to complement the data obtained from interviews and observations.

Data analysis in this study was conducted qualitatively with the following steps: Data Reduction: Data obtained from the field were reduced by selecting, focusing, and simplifying the raw data so that it was easier to analyze. Data reduction is done through the process of coding and grouping data based on relevant themes. Data Presentation: Data that has been reduced is presented in the form of descriptive narratives, matrices, and graphs to facilitate understanding and interpretation. Data presentation is done by organizing information systematically according to predetermined themes. Inference Drawing: Conclusions were drawn by identifying patterns, relationships, and meanings from the analyzed data. These conclusions were then verified by rechecking the original data and through data triangulation (Miles et al., 2014).

RESULT AND DISCUSSION

RESULT

PPMI Assalaam Sukoharjo has a comprehensive approach in the implementation of student management, which focuses on the academic and character development of students. As the results of the research findings in PPMI Assalaam Sukoharjo have a comprehensive approach in the implementation of student management, as the principal said that this student management focuses on the academic and character development of students (Dean, 2024; Principal, 2024).

"We implement student management at PPMI Assalaam Sukoharjo with a comprehensive approach. We not only focus on students' academic development, but also on their character development. We believe that both must go hand in hand to form a superior and noble generation."

This statement is in line with the observation results and reinforced by the statement of the vice principal of student affairs who also gave a statement that this management is focused on academic and character development.

"We ensure that every student activity has elements of character education. For example, in order, we emphasize the value of discipline and provide rewards for children who come on time. In religious activities, we emphasize the importance of discipline and responsibility. We also regularly hold night study routines to help with academics."

This was confirmed by the researcher with the results of observations and documentation conducted. Giving rewards to students will make them more enthusiastic and the impact will increase in learning.

"We see a very positive impact. Learners not only excel academically, but also show good attitudes and behavior. They are more disciplined, responsible, and have high empathy. This shows that our comprehensive approach is successful in shaping learners' characters."

Furthermore, the vice principal of student affairs also gave a further statement about the special program in the aspect of learner character development..

"Character development is indeed one of our main focuses. We realize that academic values alone are not enough to form a complete person. Therefore, we design various programs that aim to develop Islamic values, leadership, togetherness, and responsibility among students."

The principal provides validity to the character building data. Corroborating the opinion of the deputy head of student affairs that this character development is included in the school's extracurricular activities. In addition, the principal and waka curriculum emphasized that the role of parents in

supporting student management at PPMI Assalaam is very important and necessary.

“Of course. Character building activities include our extracurricular activities, including religious lectures which are held regularly to deepen students' Islamic understanding. Group discussions are also important to hone critical thinking skills and share perspectives among students. We design social projects so that learners can be directly involved in activities that benefit the community, fostering a sense of empathy and social responsibility (Principal, 2024). The most significant support is their active participation in school activities and moral and spiritual support at home. With good cooperation between the school and parents, we can be more effective in shaping students' character.”

DISCUSSION

Based on the research findings, the following are the strategies applied by student management at MA PPMI Assalaam Sukoharjo to improve the competence and character development of students (Dean, 2024; Principal, 2024):

Rewards and motivation

Every morning, students at MA PPMI Assalaam Sukoharjo are expected to arrive on time as part of school discipline. Student management implements a reward system as a form of appreciation to students who arrive on time. Rewards are given in the form of kind words and simple praise. Although it looks simple, this approach has a significant impact in encouraging discipline and creating a positive atmosphere in the school environment from the beginning of the day. By giving verbal appreciation, learners feel valued and motivated to continue maintaining their discipline. This kind of appreciation also strengthens the relationship between learners and teaching staff, creating an emotional bond that supports the teaching and learning process. A positive atmosphere in the morning affects learners' mood throughout the day, making them more prepared and eager for lessons. In addition, arriving on time also helps maintain the smooth running of teaching and learning activities, reducing disruptions caused by lateness and increasing the efficiency of learning time in the classroom (Ernata, 2017; Zuhdiah, 2019).

The strategy of giving rewards in the form of kind words when arriving on time is a simple but effective method in motivating students to be disciplined. By giving verbal appreciation every morning, learners feel appreciated and recognized for their efforts to arrive on time. This reward not only boosts learners' morale but also creates a positive learning environment from the start of the day. Motivation provided every morning helps learners start the day with a good attitude and eager to learn (Nengsih et al., 2023). This positive attitude has an impact on learners' academic performance, as the pleasant atmosphere and rewards for their efforts increase learners' engagement in learning activities. In addition, this practice also teaches important values such as discipline and responsibility, which are important

foundations for learners' character development (Santi et al., 2023).

Night study program

MA PPMI Assalaam Sukoharjo holds an evening study program that aims to provide additional time for learners to repeat lessons and deepen the material that has been taught. The program is designed to help learners make effective use of their time and gain a better understanding of the subject matter. Conducted under teacher supervision, the night study program gives learners the opportunity to get direct guidance from teachers, which is helpful in overcoming any learning difficulties they may face. In addition, the quieter and more focused atmosphere of studying at night supports learners in doing assignments and understanding the material better. The program also serves as additional study time outside of school hours, allowing learners to catch up or better prepare for exams and schoolwork. With the night study program in place, learners at MA PPMI Assalaam Sukoharjo get more intensive support in their academic achievement, which ultimately contributes to improved competence and overall character development (Dean, 2024).

The night learning program is a strategy that provides additional time for learners to study under the guidance of teachers. With this program, learners have the opportunity to explore the subject matter, complete assignments, and get direct guidance from the teacher. This is very helpful in preparing learners for exams and schoolwork, as well as improving their understanding of the material. The program is designed to help learners make effective use of their time, providing extra support that they may not get during regular school hours. The quieter, more focused atmosphere of evening study allows learners to concentrate better and work on assignments more carefully. With direct guidance from teachers, learners can overcome any learning difficulties they may face, increase their understanding of the material, and improve their overall academic results (Hasan et al., 2021; Lainsamputty et al., 2023).

Character development through extracurricular activities

Through various extracurricular programs and character building activities, learners at MA PPMI Assalaam Sukoharjo are given the opportunity to develop leadership skills, cooperation, and responsibility. Activities such as religious lectures, group discussions, and social projects help learners to internalize Islamic values and apply them in daily life. This character development also supports learners' academic achievement, as learners with strong character tend to be more disciplined and motivated in learning (Zukhrufin et al., 2021). With involvement in extracurricular activities, learners learn to work together in teams, lead projects, and take responsibility for their tasks. These skills are not only useful in academic contexts but also in everyday life, helping learners become more balanced individuals with integrity (Mukhtar & Anwar, 2023).

Character development is one of the main focuses of student management at MA PPMI Assalaam

Sukoharjo. The programs organized by the boarding school aim to develop Islamic values, leadership, togetherness, and responsibility among students. Character building activities include religious lectures, group discussions, social projects, and other religious activities designed to help learners internalize these values. Through lectures and discussions, learners are invited to reflect on and understand the moral and ethical principles in Islam, and how to apply them in daily life (Purba, 2024). Social projects and joint activities help learners develop a sense of community, leadership and social responsibility. By engaging in these activities, learners learn to cooperate, respect differences and contribute positively to their community. Strong character development not only supports learners' academic achievement but also shapes individuals with high integrity and ethics (ZA et al., 2024). This is very important in creating a generation that is not only intellectually intelligent but also has a good personality and is ready to face life's challenges with a positive and constructive attitude.

The implementation of effective student management at MA PPMI Assalaam Sukoharjo shows that the efforts made are not only focused on academic aspects, but also on building strong and positive characters. Thus, students not only achieve good academic performance but also develop into individuals with integrity and responsibility (Principal, 2024).

Parent and community involvement

MA PPMI Assalaam Sukoharjo also involves parents and the community in student management. Through effective communication and cooperation with parents, the school can better understand the needs and potential of each learner. Community participation in school activities also helps create a more supportive learning environment and enriches learners' learning experiences. Parents' involvement in their child's education strengthens the support learners receive at home, while community participation expands the social support network and resources available to learners (Hardiyanti, 2021). With good cooperation between schools, parents, and communities, learners get a more comprehensive and supportive learning experience, which contributes to their overall academic and personal development (Anwar & Zukhrufin, 2023; Widyastuti et al., 2024).

Student management at MA PPMI Assalaam Sukoharjo adopts a holistic approach that integrates academic and non-academic aspects (Danoebroto et al., 2015). This can be seen from their efforts to not only focus on improving competence and character development through night learning programs but also on character building through various coaching activities. This holistic approach ensures that learners are not only academically successful but also emotionally and socially developed. This approach includes academic support, moral guidance, and social skill development (Puspitarona, 2020). By paying attention to various aspects of learner development, student management helps learners achieve a healthy balance between academic achievement and personal growth, creating individuals who are whole and

ready to face future challenges (Billah et al., 2023).

CONCLUSIONS AND SUGGESTIONS

CONCLUSIONS

Student management at MA PPMI Assalaam Sukoharjo plays an important role in improving the competence and character development of learners and fostering their character. The strategies used, including rewarding and motivating through timely arrival awards, night study programs, as well as character development through extracurricular activities, show success in creating a positive and conducive learning environment. Rewards in the form of kind words every morning are effective in motivating learners to be disciplined and creating a positive atmosphere at school. The night study program provides extra time and direct guidance from teachers, helping learners deepen their understanding of the material and prepare for exams. Character development through extracurricular activities reinforces Islamic values, leadership, cooperation and responsibility, which strongly support learners' academic achievement and personal development. A holistic approach that integrates academic and non-academic aspects ensures that learners not only succeed in academic achievement but also develop emotionally and socially. Parental and community involvement also provides additional support that enriches learners' learning experience.

SUGGESTIONS

To strengthen student management at MA PPMI Assalaam Sukoharjo, diversify the reward program with more varied awards and optimize the night study program with guidance from outstanding alumni. Increase parental involvement through parenting seminar programs and regular meetings, and take advantage of technology to support learning and communication. Add a variety of extracurricular activities that interest students and continue to monitor and evaluate the program regularly.

REFERENCES

- Amin, M., Larasati, S., & Fathurrochman, I. (2019). Implementasi Manajemen Kesiswaan Dalam Meningkatkan Prestasi Non Akademik Di SMP Kreatif 'Aisyiyah Rejang Lebong. *Jurnal Literasiologi*, 1(1), 19. <https://doi.org/10.47783/literasiologi.v1i1.11>
- Anwar, S., & Zukhrufin, F. K. (2023). Educational Environment in the Globalization Era Perspective of Islamic Education Philosophy. *Jurnal Pendidikan Nusantara*, 1(3), 186–197. <https://doi.org/10.55080/jpn.v1i3.42>
- Auliya, D., Fauzi, A., & Haris, A. (2022). Implementasi Manajemen Kesiswaan dalam Meningkatkan Prestasi Peserta Didik di MAN 1 Jombang. *Jurnal Administrasi Pendidikan Islam*, 4(1), 84–97. <https://doi.org/10.15642/japi.2022.4.1.84-97>
- Billah, A., Chaq, A., Mastiyah, I., & Basuki, B. (2023). Konsep Tujuan Pendidikan Islam pada Anak Usia Dini Berbasis Pendekatan Holistik Integratif. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 7(6),

- 7601–7610. <https://doi.org/10.31004/obsesi.v7i6.4244>
- Chamidi, A. S. (2017). Manajemen Kesiswaan Dan Bimbingan Konseling Dalam Perspektif Pendidikan Karakter. *Cakrawala Jurnal Manajemen Pendidikan Islam Dan Studi Sosial*, 1(1), 1–13. <https://doi.org/10.33507/cakrawala.v1i1.45>
- Danoebroto, S., Matematika, P., Piaget, K., Vygotsky, T., Konstruktivisme, P., & Matematika. (2015). Teori Belajar Konstruktivis Piaget Dan Vygotsky. *Idealmathedu Indonesian Digital Journal of Mathematics and Education*, 2(3), 191.
- Daryono, M., Lailiyah, A., & Alfulana, M. (2021). Pengaruh Manajemen Kesiswaan Terhadap Hasil Belajar Siswa di Lembaga Pendidikan Islam. *Jurnal Pendidikan Indonesia*, 2(8), 1374–1386. <https://doi.org/10.36418/japendi.v2i8.252>
- Dean. (2024). *Structured Interview Student Affairs Vice-coordinator MA PPMI Assalaam Sukoharjo*.
- Ernata, Y. (2017). Analisis Motivasi Belajar Peserta Didik Melalui Pemberian Reward Dan Punishment Di Sdn Ngarangan 05 Kec.Gandusari Kab.Blitar. *Jurnal Pemikiran Dan Pengembangan Sekolah Dasar (JP2SD)*, 5(2), 781. <https://doi.org/10.22219/jp2sd.v5i2.4828>
- Fachrudin, Y. (2020). Model Pembinaan Karakter Santri Dalam Pendidikan Pesantren. *Dirasah: Jurnal Pemikiran Dan Pendidikan Dasar Islam*, 3(3), 53–68. <https://stai-binamadani.e-journal.id/jurdir/article/view/149>
- Hafiz, A., Romdaniah, L., Nizar, R., Mauliza, S., Nata, A., & Mu'ti, A. (2023). Teori Pendidikan Ibn Sina dan Jean Piaget: Perbandingan antara Perkembangan Kognitif dan Pertumbuhan Usia Peserta Didik. *Rayah Al-Islam*, 7(3), 1268–1285. <https://doi.org/10.37274/rais.v7i3.819>
- Hardiyanti, D. (2021). Keluarga: Pendekatan Teoritis Terhadap Keterlibatan Orangtua Dalam Pendidikan Anak Usia Dini. *Sentra Cendekia*, 2(1), 21. <https://doi.org/10.31331/sencenivet.v2i1.1618>
- Hasan, H., Syihabuddin, M., Rahmat, B., Rijali, M., Zamzami, Z., Abdurraman, A., & Dillah, U. (2021). Optimalisasi Nilai-Nilai Keagamaan Anak-Anak Desa Cakru Melalui Kegiatan Belajar Malam. *Al-Khidma: Jurnal Pengabdian Masyarakat*, 1(1), 43. <https://doi.org/10.35931/ak.v1i1.699>
- Ikhwan, A. (2021). *Metode Penelitian Dasar (Mengenal Model Penelitian dan Sistematikanya)*. Tulungagung: STAI Muhammadiyah Tulungagung.
- Ikhwan, A. (2022). *Manajemen Lembaga Pendidikan Islam*. Ponorogo: NAJAJA.
- Ikhwan, A., & Yuniana, A. N. (2022). Strategy Management Semi-Islamic Boarding Schools. *Al-Hayat: Journal of Islamic Education*, 6(1), 74–86. <https://doi.org/10.35723/ajie.v6i1.222>
- Lainsamputty, J., Sugiarto, S., Lestari, L., Souhoka, R., Dolwoy, M., Lakuteru, S., Lekidama, M., Keriapy, M., Anmama, R., Wakole, D., Waremra, R., Knyarilay, J., Paliaky, Y., Saununu, J., Sairtory, E., Ratu, R., & Tetrapoik, N. (2023). Meningkatkan Kesadaran Belajar Melalui Bimbingan Belajar Pada Anak-Anak Dusun Syota. *Jurnal Masyarakat Madani Indonesia*, 2(4), 400–405. <https://doi.org/10.59025/js.v2i4.144>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook (3rd ed.)*. New York: SAGE Publications.
- Mukhtar, D., & Anwar, S. (2023). Kebijakan Sekolah dalam Menerapkan Pendidikan Akhlak. *JIE (Journal of Islamic Education)*, 8(1), 35–48. <https://doi.org/10.52615/JIE.V8I1.234>
- Nengsih, S., Ilmi, D., Wati, S., & Khairuddin, K. (2023). Pengaruh Pemberian Reward Terhadap Motivasi Belajar Pendidikan Agama Islam Siswa Kelas Vii Dan Viii Di Smp N 1 2x11 Enam Lingkung. *Jurnal Pendidikan, Bahasa Dan Budaya*, 2(1), 146–157. <https://doi.org/10.55606/jpbb.v2i1.1118>
- Principal. (2024). *Structured Interview of MA PPMI Principal Assalaam Sukoharjo*.
- Purba, C. (2024). Building Moral Character in Students Learning Citizenship Education. *International Journal of Students Education*, 2(2), 115–118. <https://doi.org/10.62966/ijose.vi.746>
- Purnaningtyas, A., & Fauziati, E. (2022). Penerapan Teori Sosial Albert Bandura pada Pembiasaan Pengelolaan Sampah Siswa Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 4(2), 2418–2425. <https://doi.org/10.31004/edukatif.v4i2.2275>
- Puspitarona, D. (2020). Tinjauan Terhadap Kurikulum Pendidikan Profesi Psikolog di Indonesia. *Inovasi Kurikulum*, 17(1), 33–39. <https://doi.org/10.17509/jik.v17i1.36836>
- Putri, M., M., G., & Ernawati. (2021). Manajemen Kesiswaan Terhadap Hasil Belajar Siswa. *Jurnal*

- Dinamika Manajemen Pendidikan (JDMP)*, 6(1), 43–50. <https://doi.org/10.26740/jdmp.v4n1.p1-10>
- Santi, S., Ismail, I., & Syukri, M. (2023). Pengaruh Keteladanan Guru, Pemberian Reward Dan Punishment Terhadap Motivasi Belajar Siswa. *Jurnal Al-Ilmi: Jurnal Riset Pendidikan Islam*, 4(1), 62–72. <https://doi.org/10.47435/al-ilmi.v4i1.2261>
- Simatupang, J., & Kairupan, A. (2022). Mengurai Problematika Manajemen Pendidikan Kristen Berbasis Paralelitas Teori Motivasi: Herzberg dan Abraham Maslow. *Skenoo: Jurnal Teologi Dan Pendidikan Agama Kristen*, 2(2), 154–164. <https://doi.org/10.55649/skenoo.v2i2.36>
- UU No. 20. (2003). *Pasal 1 UU Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional*.
- Wibowo, A. (2019). Integrasi Manajemen Kesiswaan Pendidikan Formal Dan Non Formal Di Pondok Pesantren An-Nawawi Berjan Purworejo. *Jurnal Isema: Islamic Educational Management*, 4(2), 221–228. <https://doi.org/10.15575/isema.v4i2.6967>
- Widyastuti, H., Arisma, A., Lestari, A., Nurvabila, F., Maharani, H., Yanti, M., Aditiya, M., Alfianur, M., Sari, N., Anwar, W., & Puspita, W. (2024). Revitalisasi TPA Al-Muhajirin: Membangkitkan Semangat Belajar dan Partisipasi Komunitas dalam Pendidikan Agama di Takaras Kota. *Jurnal Kreativitas Pengabdian Kepada Masyarakat (PKM)*, 7(4), 1454–1470. <https://doi.org/10.33024/jkpm.v7i4.12903>
- Yuliana, A. (2019). Teori Abraham Maslow dalam Pengambilan Kebijakan di Perpustakaan. *LIBRARIA: Jurnal Perpustakaan*, 6(2), 349. <https://doi.org/10.21043/libraria.v6i2.3845>
- ZA, T., Walidin, W., Idris, S., & Huda, M. (2024). Pancasila as the Core Value for Character Building in Islamic Higher Education Institutions. *Jurnal Ilmiah Peuradeun*, 12(2), 565. <https://doi.org/10.26811/peuradeun.v12i2.1212>
- Zuhdiah, Z. (2019). Meningkatkan Motivasi Kerja Guru Melalui Pemberian Reward Dan Punishment. *Vidya Karya*, 34(1), 53. <https://doi.org/10.20527/jvk.v34i1.6453>
- Zukhrufin, F. K., Anwar, S., & Sidiq, U. (2021). Desain Pembelajaran Akhlak Melalui Mata Pelajaran Pendidikan Agama Islam. *JIE: Journal of Islamic Education*, 6(2), 17–35. <https://doi.org/10.52615/jie.v6i2.201>