



FROM QUALITY CULTURE TO ACHIEVEMENT MOTIVATION: EVIDENCE FROM MADRASAH ALIYAH STUDENTS IN SOUTH TAPANULI REGENCY

Hendra Irwandi Siregar

UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, Indonesia
hendrairwandisiregar@gmail.com

Zulhimma

UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, Indonesia
zulhimma2211@gmail.com

Suparni

UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, Indonesia
suparni@uinsyahada.ac.id

ABSTRACT

This study aimed to analyze the effect of Total Quality Management (TQM) implementation and innovative learning on the achievement motivation of Madrasah Aliyah students in South Tapanuli Regency. The study employed a quantitative approach using a survey method. The research population consisted of students from private Madrasah Aliyah schools, with a sample of 297 students selected through purposive sampling. The research instrument was a questionnaire that had been tested for validity and reliability. Data were analyzed using correlation analysis and multiple linear regression. The results showed that: (1) the implementation of Total Quality Management was categorized as good, achieving 70.32% of the ideal score; (2) innovative learning was also categorized as good, with a percentage of 68.85%; (3) students' achievement motivation was categorized as high, reaching 69.67%; (4) Total Quality Management had a significant positive effect on students' achievement motivation; (5) innovative learning had a significant positive effect on students' achievement motivation; and (6) simultaneously, Total Quality Management and innovative learning had a significant positive effect on students' achievement motivation. The research findings help confirm that improving the quality of innovative learning management is a key factor in boosting students' motivation to achieve in the face of global challenges.

Keyword: *Total Quality Management, Innovative Learning, Achievement Motivation, Madrasah Aliyah*

A. Introduction

Education is one of the fundamental pillars in developing high-quality, competitive, and globally competent human resources (Ali et al., 2025). In the context of national development, education plays a strategic role in shaping individuals who are not only intellectually capable but also possess strong character, essential skills, and the motivation to continuously improve themselves (Fadliah, 2025). Along with the rapid advancement of science and technology, educational institutions are required to adapt and innovate in order to produce graduates who are competitive at both national and international levels (Siregar et al., 2025).

From the perspective of Islamic education, the importance of acquiring knowledge has been emphasized in the Holy Qur'an, which encourages individuals to continuously seek knowledge and develop their intellectual capacities as a responsibility toward themselves and society (Sufina et al., 2025). Therefore, Islamic educational institutions, including *Madrasah Aliyah* (Islamic senior secondary schools), are responsible not only for transferring knowledge but also for developing students' character and improving the overall quality of human resources.

As Islamic senior secondary educational institutions, *Madrasah Aliyah* are expected to produce graduates who excel in both academic and non-academic aspects. However, the current condition indicates that students' achievements in *Madrasah Aliyah*, particularly in South Tapanuli Regency, are still predominantly recognized at local and regional levels, while achievements at national and international levels remain relatively limited. This situation suggests that several factors contributing to educational quality still need to be optimized.

One of the key factors influencing educational quality is the quality management system implemented within educational institutions (Adeoye et al., 2025). Total Quality Management (TQM) is a management approach that emphasizes continuous improvement, the involvement of all organizational members, and customer satisfaction. In the educational context, customers include students, parents, and the wider community. The implementation of TQM in *Madrasah Aliyah* is expected to establish an educational management system that is effective, efficient, and oriented toward continuous quality improvement.

Total Quality Management extends beyond administrative functions by encompassing quality culture, school leadership, teacher and staff participation, and data-driven decision-making. When TQM principles are consistently implemented, they create a conducive learning environment, objective evaluation systems, and high-quality educational services. Such conditions are expected to positively influence students' motivation and academic achievement.

In addition to managerial aspects, the learning approach employed by teachers is another important factor. Innovative learning is a pedagogical strategy

that enhances student engagement throughout the learning process. It emphasizes active student participation, the use of diverse instructional methods, technology integration, and contextual learning models such as Project-Based Learning (PjBL), Problem-Based Learning (PBL), and collaborative learning (Maftuh et al., 2023).

Conventional teacher-centered learning tends to make students passive and less motivated to learn (Amirova, 2025). Conversely, innovative learning creates an engaging, enjoyable, and meaningful learning environment that is closely connected to students' real-life experiences. Consequently, students become more active, creative, and motivated to achieve higher academic performance (Harahap et al., 2025).

Achievement motivation is one of the most important determinants of students' learning success (Eltahir, 2025). It refers to the internal drive that encourages individuals to attain excellence, overcome challenges, and continuously improve their abilities (Maemunah et al., 2025). Students with high achievement motivation generally demonstrate perseverance, discipline, and resilience when facing academic challenges (Utami & Wangid, 2025). Therefore, enhancing achievement motivation has become an essential indicator of successful educational processes.

The relationship among Total Quality Management, innovative learning, and achievement motivation is closely interconnected (Nadia et al., 2025). Effective implementation of TQM creates a supportive educational environment, while innovative learning enhances students' engagement and interest in learning. The combination of these two factors is expected to significantly improve students' achievement motivation (Zulfa & Halimatuzzahrah, 2025).

This study was conducted at two private Madrasah Aliyah institutions in South Tapanuli Regency, namely MAS Darul Mursyid and MAS Al-Azhar Bi Ibadillah. These schools were selected because they demonstrate different characteristics in implementing quality management and innovative learning practices, thereby providing a comprehensive representation of the research context.

In facing the demands of 21st-century education, Islamic educational institutions are required to not only focus on academic achievement but also develop students' religious character, social skills, digital literacy, and critical thinking skills. Educational quality management that integrates Total Quality Management (TQM), a culture of quality, leadership, and Islamic values is a relevant approach to improving the quality of Islamic educational institutions (Rahmawati, 2026). Furthermore, changes in the educational environment in the era of globalization and digitalization require the ability to adapt to technological developments while maintaining Islamic values as the basis for character formation in students (Hanin et al., 2026). In the context of learning, a contextual and transformative approach is also needed so that the learning process does not

only focus on cognitive aspects, but is able to develop affective and psychomotor aspects holistically (Anamisari et al., 2026). Islamic education also needs to be developed adaptively, inclusively, and based on values of moderation and culture to be able to respond to social dynamics and the challenges of global life (Bisri et al., 2026). Historically, Madrasah and Pesantren are an important part of the development of Islamic education in Indonesia which continues to experience a process of adaptation to social change and educational modernization (Putri et al., 2026).

Although numerous studies have examined Total Quality Management and innovative learning independently, research investigating the simultaneous effects of these two variables on students' achievement motivation, particularly within Madrasah Aliyah, remains limited. Therefore, this study is expected to contribute empirical evidence to the development of educational management and effective instructional strategies.

This study employed a quantitative approach using a survey research design. The research population consisted of all students enrolled in private Madrasah Aliyah schools in South Tapanuli Regency. A total of 297 students were selected through purposive sampling from MAS Darul Mursyid and MAS Al-Azhar Bi Ibadillah. Data were collected using a Likert-scale questionnaire measuring three variables: Total Quality Management (X_1), Innovative Learning (X_2), and Achievement Motivation (Y). Instrument validity and reliability were established prior to data collection. Data analysis included descriptive statistics, Pearson correlation analysis, and multiple linear regression.

Based on the foregoing discussion, this study aims to analyze the effects of Total Quality Management implementation and innovative learning on the achievement motivation of Madrasah Aliyah students in South Tapanuli Regency.

B. Implementation of Total Quality Management in Private Madrasah Aliyah Schools in South Tapanuli Regency

Based on the descriptive analysis, the implementation of Total Quality Management (TQM) in private Madrasah Aliyah schools in South Tapanuli Regency was categorized as good, achieving 70.32% of the ideal score. This finding indicates that, in general, the principles of quality management have been implemented effectively in the management of these schools.

The TQM indicators analyzed included school principal leadership, the involvement of all school stakeholders, continuous improvement, and data-driven decision-making. The results revealed that the leadership of the school principals played a dominant role in promoting a quality-oriented culture, particularly in educational program planning, supervision, and evaluation. The principals functioned not only as administrators but also as transformational leaders capable

of mobilizing all members of the school community toward continuous quality improvement.

Furthermore, the involvement of teachers and educational staff in supporting TQM implementation was also classified as good. This was reflected in their active collaboration in program planning, instructional implementation, and the evaluation of student learning outcomes. Such participation constitutes an essential factor in establishing a sustainable quality culture within the Madrasah Aliyah environment.

The principle of continuous improvement has also been implemented through regular evaluation activities covering both instructional processes and institutional management. The schools periodically review the programs that have been implemented and make necessary adjustments to enhance the quality of educational services. Meanwhile, data-driven decision-making has begun to be adopted, although further improvement is required, particularly in the systematic utilization of evaluation data to support institutional decision-making.

Overall, these findings demonstrate that the implementation of Total Quality Management in Madrasah Aliyah has been carried out effectively, although several aspects still require optimization to achieve higher educational quality.

These findings are consistent with Deming's Total Quality Management theory, which emphasizes continuous improvement and the active involvement of all organizational members in enhancing quality. Within the educational context, effective TQM implementation creates a conducive learning environment and promotes comprehensive quality enhancement across all aspects of educational management.

Furthermore, the findings support previous studies indicating that effective quality management implementation improves the effectiveness of educational administration and has positive impacts on teachers' performance and students' learning outcomes. By fostering a strong quality culture, Madrasah Aliyah are better able to establish an educational system that is structured, responsive, and adaptable to changing educational demands. Therefore, effective implementation of Total Quality Management serves as a fundamental pillar for improving educational quality, which ultimately contributes to enhancing students' achievement motivation and academic performance.

C. Implementation of Total Quality Management in Private Madrasah Aliyah Schools in South Tapanuli Regency

Based on the descriptive analysis, the implementation of innovative learning by teachers in private Madrasah Aliyah schools in South Tapanuli Regency was categorized as good, achieving 68.85% of the ideal score. This finding indicates that, in general, teachers have implemented diverse, student-centered, and active learning strategies in the teaching and learning process.

The indicators of innovative learning examined in this study included the use of active and varied instructional methods, the integration of technology into teaching, the implementation of project-based learning, active student participation, and teacher feedback. The results showed that most teachers have successfully developed instructional practices that extend beyond content delivery by actively engaging students throughout the learning process.

The use of active learning methods, such as group discussions, classroom presentations, and Problem-Based Learning (PBL), demonstrates that teachers are gradually moving away from conventional teacher-centered approaches. In addition, the integration of educational technology, including digital learning media and online learning platforms, has begun to be adopted, although its implementation remains uneven across classrooms.

The implementation of Project-Based Learning (PjBL) emerged as one of the most prominent indicators in promoting student engagement. Through this approach, students are encouraged to think critically, collaborate with their peers, and solve problems related to authentic real-world situations. Consequently, students gain more meaningful and contextual learning experiences. Active student participation also demonstrated positive results. Students were not merely passive recipients of information but became active participants in searching for, processing, and communicating knowledge. Furthermore, the provision of constructive feedback by teachers contributed to improving students' understanding and strengthening their learning motivation. Nevertheless, several challenges remain in implementing innovative learning, including limited technological facilities, variations in teachers' competencies in managing innovative instructional practices, and time constraints that hinder the optimal implementation of student-centered learning.

The findings are consistent with constructivist learning theory, which emphasizes that learning becomes more effective when students actively participate in constructing their own knowledge. Innovative learning provides opportunities for students to develop critical thinking, creativity, collaboration, and problem-solving skills that are essential for meeting the demands of the twenty-first century. Furthermore, these findings are supported by previous studies demonstrating that innovative learning has a positive effect on students' learning motivation and academic achievement. Learning experiences that are engaging, interactive, and relevant to real-life contexts enhance students' interest in learning and encourage them to achieve higher levels of academic performance.

D. Achievement Motivation of Students in Private Madrasah Aliyah Schools in South Tapanuli Regency

Based on the descriptive analysis, the achievement motivation of students in private Madrasah Aliyah schools in South Tapanuli Regency was categorized as

high, reaching 69.67% of the ideal score. This finding indicates that, in general, students possess a strong drive to achieve their best performance in both academic and non-academic activities.

Achievement motivation in this study was measured using several indicators, including the desire to achieve the best possible results, perseverance in learning, willingness to face challenges, participation in academic and extracurricular competitions, and the ability to set personal goals. The results revealed that most students demonstrated a clear orientation toward achievement, reflected in both their academic performance and their participation in various competitive activities.

The indicator measuring the desire to achieve the best results showed that students maintained high standards for their academic performance. This was reflected in their commitment to completing assignments, preparing thoroughly for examinations, and striving to attain optimal learning outcomes. In addition, students demonstrated a high level of perseverance by consistently participating in learning activities and showing resilience when encountering academic difficulties.

Students' willingness to face challenges also emerged as an important characteristic of high achievement motivation. Most students exhibited positive attitudes toward challenging tasks and made considerable efforts to complete them successfully. Their participation in competitions at both school and external levels further reflected their motivation to compete and develop their personal potential. Moreover, students' ability to establish personal learning goals indicated that they had developed purposeful plans for achieving academic success. Students with clearly defined goals tended to demonstrate greater focus in their learning activities and stronger commitment to achieving their expected academic outcomes.

Nevertheless, a number of students still exhibited only moderate levels of achievement motivation, particularly regarding their willingness to participate in higher-level competitions. This condition may be influenced by internal factors, such as self-confidence, as well as external factors, including environmental support and the availability of educational resources and facilities.

The findings are consistent with McClelland's Achievement Motivation Theory, which emphasizes that achievement motivation is characterized by a strong desire for success, willingness to take calculated risks, and continuous efforts to improve one's abilities. Students with high achievement motivation generally demonstrate greater responsibility toward their academic tasks, establish clear learning goals, and effectively utilize feedback for self-improvement. These findings are also supported by previous studies indicating that achievement motivation plays a crucial role in determining students' academic

success. Highly motivated students tend to be more active, disciplined, persistent, and oriented toward achieving excellence in their learning.

1. Normality Test

The normality test was conducted to determine whether the data collected from the respondents were normally distributed. The normality of each research variable was assessed using the One-Sample Kolmogorov-Smirnov test, with data analyzed using SPSS version 25.0. The decision criterion was that the data were considered to be normally distributed if the Asymp. Sig. value exceeded 0.05. The results of the normality test are presented in the following table.

Table 1. Results of the Normality Test

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		297
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	4.56563961
Most Extreme Differences	Absolute	.031
	Positive	.031
	Negative	-.019
Test Statistic		.031
Asymp. Sig. (2-tailed)		.200 ^{c,d}

Based on the results of the One-Sample Kolmogorov-Smirnov Test conducted on the unstandardized residuals, the Asymp. Sig. (2-tailed) value was 0.200. This value is greater than the commonly accepted significance level of 0.05 ($0.200 > 0.05$).

Therefore, it can be concluded that the residuals are normally distributed. This indicates that the regression model satisfies one of the fundamental classical assumptions, namely the assumption of normality. Furthermore, the test statistic value of 0.031 and the relatively small maximum difference (Most Extreme Differences; Absolute = 0.031) suggest that the deviation of the observed distribution from the normal distribution is minimal.

The mean residual value of 0.0000000 further indicates that the residuals are symmetrically distributed around zero, which is a desirable characteristic of a well-specified regression model. Meanwhile, the standard deviation of 4.5656 reflects an acceptable level of residual variation, indicating that the model residuals exhibit a reasonable degree of dispersion.

2. Linearity Test

The linearity test examining the relationship between Students' Achievement Motivation (Y) and Total Quality Management (X_1) provided several important

findings regarding the pattern of association between the two variables. The Between Groups (Combined) analysis yielded an F-value of 4.088 with a significance level of 0.000, indicating that there was a statistically significant relationship between Total Quality Management and students' achievement motivation.

Furthermore, the Linearity row produced an F-value of 139.752 with a significance value of 0.000 ($p < 0.05$), demonstrating that the relationship between Total Quality Management (X_1) and Students' Achievement Motivation (Y) is both linear and statistically significant. This finding indicates that improvements in the implementation of Total Quality Management tend to be associated with higher levels of students' achievement motivation. Meanwhile, the Deviation from Linearity test produced a significance value of 0.264 ($p > 0.05$), indicating that there was no statistically significant deviation from linearity. In other words, the relationship between the two variables follows a linear pattern rather than a curvilinear or other non-linear form. The Within Groups Mean Square value of 53.245 further indicates that the within-group variation remains within an acceptable range and does not distort the linear relationship.

The linearity test between Students' Achievement Motivation (Y) and Innovative Learning (X_2) also revealed several important findings. The Between Groups (Combined) analysis resulted in an F-value of 5.195 with a significance level of 0.000, indicating a statistically significant relationship between innovative learning and students' achievement motivation.

The Linearity analysis yielded an F-value of 175.726 with a significance value of 0.000 ($p < 0.05$), confirming that the relationship between Innovative Learning (X_2) and Students' Achievement Motivation (Y) is linear and statistically significant. This finding suggests that better implementation of innovative learning practices is associated with higher levels of students' achievement motivation. Moreover, the Deviation from Linearity test produced a significance value of 0.099 ($p > 0.05$), indicating the absence of a significant deviation from linearity. Therefore, the relationship between the two variables can be considered genuinely linear and does not exhibit any alternative functional form. The Within Groups Mean Square value of 48.451 indicates that the within-group variation is within an acceptable range and does not interfere with the observed relationship between the variables. In addition to the statistical test results, the scatterplot of the data also demonstrates a linear relationship between the independent variables and the dependent variable, providing further support for the assumption of linearity required for multiple regression analysis.

3. Correlation Test

The correlation analysis revealed a significant relationship between Total Quality Management (X_1) and Students' Achievement Motivation (Y). The Pearson

correlation coefficient of 0.563 indicates a positive relationship of moderately strong magnitude between the two variables. This finding suggests that better implementation of Total Quality Management tends to be associated with higher levels of students' achievement motivation.

The two-tailed significance value (Sig. 2-tailed) of 0.000, which is lower than 0.01, indicates that the relationship is highly statistically significant. This result is further confirmed by the double asterisk (**), indicating that the correlation is significant at the 1% significance level ($p < 0.01$). In addition, the sample size ($N = 297$) demonstrates that the analysis was conducted using a sufficiently large dataset, thereby enhancing the reliability and representativeness of the correlation results. To further examine the extent to which changes in the independent variable predict changes in the dependent variable, a simple linear regression analysis was subsequently performed.

The analysis also examined the relationship between Innovative Learning (X_2) and Students' Achievement Motivation (Y). The Pearson correlation coefficient of 0.602 indicates a strong positive relationship between the two variables. This finding suggests that improvements in the implementation of innovative learning are associated with higher levels of students' achievement motivation. The Sig. (2-tailed) value of 0.000 ($p < 0.01$) demonstrates that this relationship is highly statistically significant. This conclusion is further supported by the double asterisk (**), indicating statistical significance at the 1% significance level. The sample size of 297 respondents further strengthens the reliability and representativeness of the correlation analysis.

Overall, these findings indicate that Innovative Learning (X_2) has a positive and statistically significant relationship with Students' Achievement Motivation (Y), with a relatively strong correlation. This suggests that the implementation of innovative learning plays an important role in enhancing students' achievement motivation.

4. Regression Analysis

The results of the multiple linear regression analysis revealed the effects of Total Quality Management (X_1) and Innovative Learning (X_2) on Students' Achievement Motivation (Y). The constant (intercept) was 5.282, with a significance value of 0.020 ($p < 0.05$), indicating that when both independent variables are held at zero, the predicted value of students' achievement motivation is 5.282, and this value is statistically significant.

For the Total Quality Management (X_1) variable, the unstandardized regression coefficient (B) was 0.440, with a t -value of 20.481 and a significance value of 0.000. These results indicate that Total Quality Management has a positive and statistically significant effect on students' achievement motivation. Specifically, a one-unit increase in Total Quality Management is associated with an increase of

0.440 units in students' achievement motivation, assuming that the other independent variable remains constant. Meanwhile, the Innovative Learning (X_2) variable produced an unstandardized regression coefficient (B) of 0.485, with a t-value of 21.693 and a significance value of 0.000. This finding indicates that Innovative Learning also has a positive and statistically significant effect on students' achievement motivation. A one-unit increase in Innovative Learning is associated with an increase of 0.485 units in students' achievement motivation, holding the other variable constant. Based on the standardized regression coefficients (Beta), Innovative Learning ($\beta = 0.650$) exerts a slightly stronger influence on students' achievement motivation than Total Quality Management ($\beta = 0.614$), although both variables demonstrate strong positive effects. These findings suggest that improvements in innovative instructional practices contribute slightly more to enhancing students' achievement motivation than improvements in quality management, while both remain important determinants of students' academic motivation.

E. Conclusion

The findings of this study demonstrate that Total Quality Management (TQM) and Innovative Learning play significant roles in enhancing students' achievement motivation in private Madrasah Aliyah schools in South Tapanuli Regency. The implementation of TQM was categorized as good, with an achievement level of 70.32%, while Innovative Learning reached 68.85% and students' achievement motivation reached 69.67% of the ideal score. The partial regression analysis revealed that TQM had a positive and significant effect on students' achievement motivation, with a regression coefficient of 0.403, a significance value of 0.000 ($p < 0.05$), and a correlation coefficient of 0.563. Similarly, Innovative Learning had a positive and significant effect on achievement motivation, with a regression coefficient of 0.449, a significance value of 0.000 ($p < 0.05$), and a correlation coefficient of 0.602. The simultaneous analysis further confirmed that TQM and Innovative Learning jointly had a significant effect on students' achievement motivation, as indicated by an F-value of 412.580 and a significance value of 0.000 ($p < 0.05$). The coefficient of determination (R^2) of 0.737 indicates that 73.7% of the variance in students' achievement motivation can be explained by the combined contribution of TQM and Innovative Learning, while the remaining 26.3% is influenced by other factors not examined in this study. These findings indicate that Innovative Learning has a slightly stronger influence than TQM, although both variables are important determinants of students' achievement motivation.

This study contributes empirical evidence to the field of Islamic education management by demonstrating that strengthening educational quality management and implementing innovative instructional practices can jointly

support the development of students' achievement motivation in Madrasah Aliyah settings. Practically, school leaders are recommended to strengthen continuous quality improvement, teacher involvement, quality evaluation, and school-wide quality management practices, while teachers are encouraged to adopt more innovative, engaging, contextual, and student-centered learning strategies. However, this study is limited to private Madrasah Aliyah schools in South Tapanuli Regency and focuses only on Total Quality Management and Innovative Learning as predictors of students' achievement motivation, which may limit the generalizability of the findings to other educational contexts. Future research is therefore recommended to involve a broader range of educational institutions and regions, employ longitudinal or mixed-method approaches, and examine other factors that may influence students' achievement motivation, such as leadership, school culture, teacher competence, parental support, digital learning environments, and students' psychological characteristics.

References

- Adeoye, M. A., Obi, S. N., Sulaimon, J. T., & Yusuf, J. (2025). Navigating the Digital Era: AI's Influence on Educational Quality Management. *JERIT: Journal of Educational Research and Innovation Technology*, 2(1), 14–27. <https://doi.org/10.34125/jeritv2i1.18>
- Ali, M., Ali, A. I., & Ali, A. R. (2025). *Transformasi Pendidikan Sebagai Pilar Pengembangan Sumber Daya Manusia Unggul Indonesia*. 1–12.
- Amirova, N. (2025). *Traditional Vs . Non-Traditional Teaching In Secondary Education : A Comparative Analysis*. 1(3), 101–109. <https://doi.org/10.69760/portuni.010309>
- Anamisari, F., Nuraini, L., Inayatillah, N., & Afkar, M. A. (2026). Contextual And Transformative Islamic Learning Models : A Study Of Fatah Syukur ' S Thought S. *Afhamuna : Journal Of Islamic Thought*, 1, 42–52.
- Bisri, H., Jannah, S. F., Munawir, Muis, A., & Susilo, A. (2026). Paradigma Pendidikan Islam Berbasis Moderasi Beragama Dan Budaya. *Salima : Journal Of Islamic Education*, 1, 111–126. <https://doi.org/10.66928/Salima.V1i2.79>
- Eltahir, M. E., & Alsahhi, N. R. (2025). Impact of the flipped classroom on academic achievement, motivation, and engagement: A higher education case study. *Contemporary Educational Technology*, 17(1), ep553. <https://doi.org/10.30935/cedtech/15742>
- Fadliah, I. R. (2025). Peran Strategis Pendidikan Islam Dalam Memajukan Pembangunan Nasional (The. *Raqib: Jurnal Studi Islam*, 02(X), 24–35. <https://doi.org/10.56872/22eeb222>
- Hanin, Y. M., Khusna, L. K., & Fatmawati, D. (2026). The Challenges And Opportunities Of Islamic Education In The Globalization Era : Insights From Azyum Ardi Azra ' S Thought. *Afhamuna : Journal Of Islamic Thought*, 1, 292–

304. <https://doi.org/10.66928/Afhamuna.V1i3.97>
- Harahap, R. S., Islam, U., Syekh, N., Hasan, A., & Addary, A. (2025). MODEL PEMBELAJARAN INOVATIF DALAM PENDIDIKAN ISLAM UNTUK MENINGKATKAN MOTIVASI BELAJAR SISWA. (2025). *Ahsani Taqwim: Jurnal Pendidikan Dan Keguruan*, 2(2), 363-376. <https://doi.org/10.63424/ahsanitaqwim.v2i2.287>
- Maemunah, Mahfud, M., Shobri, A., Al-Amin, & Amer, M. A. B. (2025). *The Effect Of Active Learning Methods On Motivation And Learning Achievement Of Elementary School Students*. 2(1). <https://languar.net/index.php/INJOSEDU/article/view/104>
- Muhammad Syauqi Jonnata Maftuh, Uthman Shehu Lawal, Moses Ade, Alma Vorfi Lama, & Afa Fauzul Adzim. (2023). Understanding Learning Strategies: A Comparison Between Contextual Learning and Problem-Based Learning . *Educazione: Journal of Education and Learning*, 1(1), 54-65. <https://doi.org/10.61987/educazione.v1i1.496>
- Nadia, A. P., Mizan, & Zubaidah. (2025). *Peran Manajemen Pembelajaran Dalam Meningkatkan Prestasi Akademik*. 5(1), 123-130.
- Putri, W. C., Khaerunisa, I., Nafisah, M., Khunaifi, A., Islam, U., & Walisongo, N. (2026). Tinjauan Historis Terhadap Eksistensi. *Salima: Journal Of Islamic Education*, 1, 74-85. <https://doi.org/10.66928/Salima.V1i2.63>
- Rahmawati, A. (2026). Integrating Islamic Values And 21 St -Century Competencies Into Quality Management For Madrasah And Pesantren Graduates. *Salima: Journal Of Islamic Education*, 1, 86-97. <https://doi.org/10.66928/Salima.V1i2.72>
- Siregar, N., Jamaludin, J., Sahrul, S., Abdullah, A., & Lele, D. M. (2025). Schools as Transformation Centers: The Role of Schools in Shaping the Golden Generation. *MSJ : Majority Science Journal*, 3(1), 65-72. <https://doi.org/10.61942/msj.v3i1.287>
- Saidi, N. S. B., Mutathahirin, M., Zulkefli, N. A. B., & Dasrizal, D. (2025). Students' Pursuit of Knowledge in Islam: Framework for Character Education from Quran and Hadith. *Muaddib: Journal of Islamic Teaching and Learning*, 1(3), 64-78. <https://doi.org/10.67055/x7gdk766>
- Utami, S., & Wangid, M. N. (2025). *Bravery , Persistence , Integrity , And Vitality On Adversity Quotient: Study On High School Students*. 12(4), 912-920. <https://doi.org/10.36987/jes.v12i4.7116>
- Zulfa, E. ., & Halimatuzzahrah. (2025). PENINGKATAN MUTU PENDIDIKAN MELALUI PENERAPAN TOTAL QUALITY MANAGEMENT DI LEMBAGA PENDIDIKAN ISLAM. *At-Tadbir: Jurnal Manajemen Pendidikan Islam*, 5(1), 21-31. <https://doi.org/10.51700/attadbir.v5i1.841>