

## Learning Management in Increasing Students' Learning Motivation

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### Abstract:

The context of this study is that numerous students experience a lack of enthusiasm for learning due to various factors, including environmental influences, insufficient motivation, disinterest in certain subjects, and inadequate utilization of technological advancements, leading to students' reluctance to study and a decline in academic performance. The objective of this research is to elucidate the role of learning management in enhancing students' motivation to learn. Employing a descriptive qualitative approach, the study examines learning management, learning motivation, and student dynamics. The findings are presented descriptively, revealing that at MA Aliyardi, learning management practices encompass typical procedures of planning, organizing, implementing, and evaluating. However, challenges in implementation are noted, such as some teachers' reliance on outdated lesson plans and deficiencies in resources and infrastructure.

**Keywords:** Learning Management , Learning Motivation, Students.

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## 1. BACKGROUND

Quality education is not only important for efforts to produce educated Education is not only essential for the development of individuals and society but also serves as a crucial preparation for navigating the challenges of the Fourth Industrial Revolution. In a global landscape marked by fierce competition among nations, education plays a pivotal role across various aspects of life. The caliber of education directly impacts the quality and competitiveness of a nation, exerting a profound influence on the ongoing process of societal transformation towards living in an intelligent and dignified nation .

Meanwhile, the problem with education in Indonesia is that the quality of education is still low. And of course in this case it is mandatory to carry out improvements and increase the quality of education. Furthermore, in line with developments in the era of globalization, equality and development of the quality of education in Indonesia, we are asked to fulfill the development of the quality of human resources (HR) in order to balance the challenges of an increasingly stringent world. The scope of education must be sensitive and understand the planning of educational patterns that are in line with world demand. That is why in order to achieve effectiveness and optimal education, there needs to be development in the quality of education.

The essence of education lies in the learning process, which serves as its cornerstone. The quality of education is discernible through the effectiveness of the learning process facilitated by educators or teachers. Preparing adequately prior to commencing the teaching process is imperative for educators to realize the objectives of education

Learning represents a lasting change in behavior, stemming from consistent practice. It underscores the necessity for subjects to engage with the material actively rather than simply being taught. Referred to as learners, students constitute the focal point of the learning process (Arifudin, 2022). Additionally, (Hanafiah (2012) emphasizes that students are tasked with actively seeking, discovering, analyzing, formulating, problem-solving, and drawing well-founded conclusions.

The concept of learning encompasses a deliberate, organized effort by educators to guide students toward achieving predetermined educational objectives. It is an interactive endeavor involving both teachers and students (Nurbaeti, 2022) .

In accordance with As stipulated in Law Number 20 of 2003 concerning the National Education System, it is mandated that "The learning process in educational units is carried out in an inspiring, interactive, challenging, fun way, motivates students to participate actively, and provides sufficient space for initiative, creativity and independence in accordance with with the talents, interests and physical and psychological development of students."

As per this legislation, the primary objective of education is the process of learning, characterized by the legislation emphasizes the interaction between educators and students, as well as the interaction between students and their designated learning environment, overseen or structured by the teacher to attain educational objectives. Learning constitutes a sequence of educational activities geared towards perpetually enhancing the quality of learning, ensuring its effective and efficient execution. These activities are conducted collaboratively by educators and students to augment the outcomes of graduates from educational institutions

Ahmad and Darwis, as referenced by Hoerudin (2023), underscore the critical importance of learning within educational endeavors. Simplifying the learning process for students stands as a noble duty for educators. Thus, teachers are tasked not only with crafting engaging and comfortable learning experiences but also with comprehending and mastering the principles in the realm of learning management, both within and outside the classroom, educators hold the capacity to choose and apply teaching methodologies that suit the intricacies of the subject matter and the unique attributes of individual students. This ensures that the strategies and techniques utilized resonate authentically with the personal development of students, acknowledging their role as engaged participants rather than passive recipients in the educational process.

The dynamics of learning are influenced by a myriad of components, encompassing students, educators, school administrators, curriculum, school facilities, and other critical resources crucial for fostering quality learning experiences (Sulaeman, 2022). Consequently, learning endeavors have the potential to instigate transformations in students, whether in terms of behavior, knowledge, or skills. Through these transformations, students can acquire the proficiency to tackle real-world challenges and adeptly navigate their surroundings.

Numerous factors contribute to the quality of students' educational achievements, with one of the foremost being their learning motivation. Findings according to research conducted by Aspiranda (2015), findings suggest that students exhibiting high levels of motivation exhibit correspondingly high academic performance. Conversely, those lacking in motivation often face challenges in their learning journey, resulting in lower academic accomplishments.

Teachers frequently encounter the significant challenge of addressing the lack of motivation among a considerable number of students, stemming from various factors. These include environmental influences, intrinsic motivational deficits, disinterest in specific subjects, and the improper utilization of technological advancements. Consequently, students often exhibit a reluctance to engage in studying,

leading to a decline in academic performance. Hence, it becomes imperative to conduct the learning process with a management approach in order to effectively address these issues.

Etymologically, the term "management" originates from Latin, specifically from "manus," denoting "hand," and "agere," meaning "to do." These constituents coalesce into "manger," signifying "to handle." Linguistically, "management" traces its roots to English, directly corresponding to the term "management," encompassing notions of overseeing, administering, or leading (Nadeak, 2020). Conversely, as delineated in Jhon M. Echols and Hasan Shadily's Indonesian-English dictionary, the term "management" is derived from its root verb "to mange," connoting acts of caring for, overseeing, executing, managing, and handling (Arifudin, 2021).

Numerous scholars have offered the definitions of management provided by Harold Koontz and O'Donnell, as cited in Hadiansah (2021), assert that management pertains to the attainment of objectives accomplished through collaboration with others. Similarly, George R. Terry, as quoted in Fitria (2023), management, as defined by Harold Koontz and O'Donnell, entails a multifaceted process that encompasses planning, organizing, motivating, executing, and overseeing, employing a blend of scientific principles and artistic sensibilities to achieve predetermined objectives.

Regarding the concept of learning management, whether viewed broadly or narrowly, entails context, as articulated by Ardiansyah, cited in (Supriani, 2020), learning management in a broad scope encompasses a procedural sequence starting from planning, organizing, directing or controlling, to evaluating. Conversely, in a narrower sense, learning management refers to the activities overseen by teachers during the interactive process with students in implementing learning initiatives.

Furthermore, learning management constitutes a concerted effort and endeavor involving the establishment of structured learning experiences aimed at fostering students' competencies in alignment with organizational or institutional objectives. In essence, Learning management encompasses the coordination of teaching and learning activities, extending from the initial stages of planning and organization to execution, supervision, and assessment, all geared toward realizing educational aims (Hasbi, 2021). The significance of learning management within the educational process lies in its potential to ensure the fulfillment of learning objectives. Thus, the meticulous execution of learning management, according to Darmawan (2021), spanning from planning to evaluation, serves to actualize the attainment of overarching learning objectives and enhance the effectiveness of learning experiences for students. A well-executed learning management approach inevitably yields directed learning activities and cultivates an environment conducive to optimal learning outcomes.

As per Ambarita, cited in (Mayasari, 2021), learning management encapsulates the teacher's adeptness in leveraging available resources, fostering collaboration, and orchestrating activities to facilitate the creation and enhancement of learning interactions among stakeholders. This collaborative effort aims to efficiently and effectively realize educational objectives within the classroom setting.

Learning management involves the systematic attainment of educational objectives within the classroom environment, wherein the teacher assumes the role of a facilitator to effectively oversee collaborative utilization of classroom resources. Thus, as asserted by (Mukhlisin, 2022), the efficacy teacher-related factors significantly influence the dynamics of learning within school education. Teachers serve as pivotal figures in the educational process, as the success of classroom teaching and learning hinges largely upon their contributions. To execute learning management in a manner that is both effective and efficient, individuals must possess a comprehensive understanding of various functions inherent to learning management, including planning, organizing, implementing, assessing, directing, and evaluating learning activities.

Learning management objectives offer several advantages, namely: 1) Simplifying the task of teachers in selecting suitable activities and educational resources aligned with the content, 2) Enhancing teachers' ability to articulate objectives to students, thereby fostering independent learning, 3) Supporting teachers in conducting assessments of students' learning activities and examination outcomes, and 4) Assisting teachers in organizing teaching materials preparation (Caswita., 2021).

Efficient management of the learning process hinges on the proficiency of teachers in leveraging utilizing media and facilities plays a pivotal role in enhancing the quality of learning planning, organization, implementation, and evaluation. This approach serves to inspire student motivation throughout the learning journey.

Motivation is described as a deliberate endeavor to stimulate, guide, and sustain an individual's actions, prompting them to pursue specific objectives or outcomes (Arifudin, 2018). Sardiman, cited in (Ulfah, 2019), characterizes motivation as the underlying impetus that propels students toward engaging in learning activities, ensuring their persistence and offering guidance, thereby facilitating the attainment of desired learning objectives. It is evident that motivation plays a significant role in influencing the learning process.

Learning motivation can be understood as an internal shift in an individual's energy, characterized by the emergence of emotions and responses aimed at attaining goals, as articulated by Frederick J. McDonald in (Ulfah, 2022). Additionally, Abraham Maslow, cited in (VF Musyadad, 2022), posits that learning motivation represents a student's inclination toward engaging in learning endeavors driven by aspirations for optimal achievements or academic outcomes. It also reflects a desire to maximize one's capabilities for improved performance, achievement, and creativity. Furthermore, Clayton Alderfer, cited in (Ulfah, 2021), contends that learning motivation encompasses both intrinsic and extrinsic drives that impel individuals to take action toward goal attainment, thereby anticipating behavioral changes among students..

Nasution, as cited in (Irwansyah, 2021), asserts that "learning motivation is a psychological state that stimulates an individual to engage in studying." Similarly, according to (Djamarah, 2002), "motivation to learn is a psychological state that motivates an individual to engage in the learning process." Motivation holds significant significance in the realm of learning. Its paramount role lies in serving as a catalyst for action, a guiding force, and a compelling impetus for task completion.

Based on the various definitions of learning motivation mentioned above, it appears that researchers often adhere to Clayton Alderfer's definition, as cited in (Apiyani, 2022). Alderfer describes learning motivation as an intrinsic and extrinsic force compelling individuals to take action towards achieving a goal, thereby eliciting changes in their behavior.

The success of the learning process hinges on students' high motivation levels. Fostering student motivation is a crucial duty and responsibility of educators, as highlighted by (Sardiman, 2016), who posits that motivation serves as a catalyst for exerting effort and attaining success.

Both intrinsic and extrinsic motivation serve as catalysts, activators, and selectors of actions, making "encouragement" and "activation" crucial terms in understanding motivation within the context of learning. According to (Syah, 2007), the functions of motivation include: 1) Driving action, 2) Activating action, and 3) Selecting action.

Motivation is intrinsically linked to goals, thereby influencing activities. Within the realm of learning, motivation acts as the driving force. As asserted by (Sardiman, 2016), motivation serves the following functions: 1) Stimulating individuals to take action, thereby functioning as a driving force or energy source, 2) Determining the direction of action by establishing goals, and 3) Selecting actions by

discerning those that align with the goal, while disregarding those that do not contribute to its achievement.

Concurring with the aforementioned viewpoint, (Purwanto, 2002) posits that each motive maintains a close association with a goal and an ideal. The greater the significance of the goal to the individual, the more potent the motive becomes, rendering it highly advantageous for guiding one's actions or endeavors.

Prior research was undertaken by T. Murhadi, Murniati AR, and Djailani AR, as documented in their journal titled: "Learning Management in Increasing Learning Motivation for Diploma III Midwifery Study Program Students at STIKES Harapan Bangsa Banda Aceh." Based on the results of this research, there are several efforts made by lecturers in preparing learning programs. First, study the scope of the learning program in each subject or in each meeting. Second, create or formulate the steps for delivering the learning materials into a lecture unit format. This shows a clear difference with this research regarding the research location and the subjects studied. So that it provides new data considering that what was studied was at the high school level.

Drawing from the observations conducted by researchers at MA Aliyardi, several findings emerged, such as the active participation of students in teaching and learning activities, utilization of available learning resources, integration of natural resources within the school environment into the learning process, and the varied teaching methods employed by teachers. Consequently, the pivotal role of teachers in enhancing students' learning motivation through effective learning management becomes evident.

Based on the aforementioned contextual background, this study aims to analyze learning management strategies in augmenting students' learning motivation. The researcher endeavors to elucidate the approaches employed in enhancing students' learning motivation at MA Aliyardi.

## **2. RESEARCH METHODS**

This study aims to scrutinize and delineate the intricacies of learning management aimed at augmenting students' learning motivation at MA Aliyardi. Employing a descriptive analysis method, this research endeavors to investigate a specific symptom or phenomenon within an authentic setting, as delineated by (Mayasari, 2023). The data for this study were obtained from both primary and secondary sources.

A qualitative approach is adopted in this research, consistent with the methodology advocated by Bogdan and Taylor, as cited in (Arifudin, 2023), wherein descriptive data in the form of verbal or written accounts and observable behaviors are elucidated. The data transcription, coding of field notes, and subsequent data interpretation are integral to the qualitative methodology, as emphasized by (Rahayu, 2020), ultimately culminating in conclusive insights.

Employing qualitative research with field research methods, this study, as per (Ulfah, 2021), is tailored to the primary objective of delineating and scrutinizing learning management strategies aimed at enhancing students' learning motivation at MA Aliyardi. This methodological approach is deemed apt for elucidating the research quandaries, as underscored by (Ulfah, 2022).

Selecting appropriate data collection techniques profoundly influences the scientific rigor of a study. In this research, data collection methods encompass observation, interviews, and documentation.

Engineering can be perceived as a meticulous application of technical expertise, employing cognitive faculties to accomplish specific objectives. Despite being rooted in scientific inquiry, research serves as a systematic endeavor to gather empirical data in pursuit of truth. Research methodology serves as a conduit for addressing various issues. In this context, the author sourced information regarding learning management strategies aimed at enhancing students' learning motivation at MA Aliyardi from

diverse scholarly resources such as books, articles, journals, theses, ebooks, and others, as highlighted by (Supriani, 2020).

This study employs library research methodology due to its reliance on bibliographic resources as primary data reservoirs. The scholarly endeavor necessitates access to a spectrum of literature encompassing books, scholarly articles, and assorted publications pertinent to the thematic and investigative purview (Fitria, 2023).

Engaging with data sources entails the application of systematic data retrieval techniques. As articulated by Amir Hamzah in Nasser's work (2021), the process of data collection embodies a concerted endeavor to amass information germane to the focal subject of inquiry. Adhering to a methodological framework grounded in library research, the researcher systematically pursued the acquisition of data. This entailed an initial foray into the expanse of library resources encompassing a plethora of textual forms, including but not limited to books, reference works, periodicals, and digital repositories, all illuminating pedagogical perspectives aimed at augmenting student motivation within the educational milieu of MA Aliyardi.

Amir Hamzah expounds upon the multifaceted nature of data collection, elucidating its scope as encompassing diverse endeavors aimed at gathering factual insights pertinent to the subject or discourse under scrutiny (Ulfah, 2023). These insights, as further explicated by Ulfah, are procurable from a gamut of scholarly conduits including scientific literature, research publications, dissertations, theses, and analogous written reservoirs. Furthermore, Arifudin (2020) underscores the versatility inherent in data collection practices, affirming its adaptability across varied contexts, sources, and methodological techniques.

Observation constitutes an integral facet of the research process, facilitating direct engagement with the phenomena under investigation (Hanafiah, 2021). Through this methodological approach, researchers are afforded the opportunity to firsthand perceive and apprehend the ambient milieu and conditions surrounding the research subjects (Harris, 2023). In the context of this study, the observed aspects pertain to the modality of learning management aimed at bolstering students' motivational impetus within the milieu of MA Aliyardi.

Furthermore, the interview technique employed in this study adopts a structured format, characterized by adherence to predetermined guidelines and the formulation of questions tailored to elicit pertinent empirical insights (Tanjung, 2023). Each interrogative endeavor is meticulously designed to fulfill the informational requisites, thus facilitating the extraction of substantive data pertinent to the research objectives.

Documentation serves as a methodological approach to data collection, entailing the scrutiny of existing written materials or archival records (Mardizal, 2023). Originating from the term "document," denoting written artifacts, documentation involves the investigative examination of diverse textual resources such as books, periodicals, meeting minutes, and personal diaries. As expounded by Moleong, documentation methodology constitutes a systematic means of gathering information or data by scrutinizing archival materials and written documents (Fitria, 2020). Moreover, documentation strategies encompass data collection techniques advocated for researching subjects, with the application of this method aimed at obtaining insights into the institutional context—specifically, the dynamics of learning management vis-à-vis the enhancement of students' motivational engagement at MA Aliyardi.

In the realm of data analysis, as articulated by Muhadjir in Surya's work (2021), it involves the systematic processing, exploration, and organization of findings gleaned from observations and interviews. This iterative process entails researchers' focal engagement with the research inquiry,

culminating in the refinement, categorization, and presentation of discovered materials for dissemination to relevant stakeholders.

### **3. RESULTS AND DISCUSSION**

#### **Learning management in increasing students' learning motivation at MA Aliyardi**

Learning management is a very important activity in the learning process. Learning management is an activity that includes planning, organizing, implementing and evaluating which is crafted with the aim of fostering students' competencies in alignment with the overarching objectives of the educational institution or establishment.

Educators play a critical role in overseeing the quality of learning, emphasizing the importance of managing the educational process comprehensively, from initial planning to final evaluation. This aligns with Saefullah's insights (2014) regarding the application of management principles within educational settings, which entail: 1) Planning, focusing on setting overarching objectives and devising optimal strategies for their achievement; 2) Organizing, aimed at facilitating effective supervision and task allocation through the division of labor; 3) Direction, emphasizing the cultivation of dedication and conscientiousness among team members to effectively fulfill their responsibilities; and 4) Evaluation, centered on assessing performance outcomes to identify areas for improvement across all aspects of operation.

Learning management entails the application of management functions, including planning, organizing, implementing, and evaluating, to oversee learning activities and achieve educational objectives effectively and efficiently. The primary goal of learning management is to ensure the judicious utilization of resources to support learning endeavors. There are several benefits associated with learning management, as delineated by Tambunan (2021). Firstly, it enables teaching staff to meticulously prepare and execute well-designed activities, thereby ensuring they are conducted proficiently and under supervision. Secondly, it aids teaching staff in optimizing learning outcomes, ensuring that activities align with predefined objectives. Lastly, for students, learning management facilitates the seamless execution of planned and coordinated learning activities, thereby enhancing the overall learning experience.

Drawing from the discourse provided, it is evident that learning management aimed at enhancing students' learning motivation at MA Aliyardi encompasses the comprehensive execution of fundamental management functions, namely planning, organizing, implementing, and evaluating. This holistic approach underscores the institution's commitment to fostering an environment conducive to heightened student engagement and motivation within the learning process. Within the group:

1. The findings of this study unveiled that the planning phase involved the development of a Learning Implementation Plan (RPP) aimed at enhancing the learning process and elevating educational standards. Since the RPP serves as a pedagogical guide, it delineates learning objectives, organizes material preparation, and facilitates study sessions.
2. The subsequent stage, organization, entails aligning with the previously prepared Learning Implementation Plan (RPP), considering the content and selecting suitable methods for the educational journey involves the employment of various instructional techniques, including lectures, discussions, and group presentations, alongside the utilization of educational resources provided by the institution, such as whiteboards, LCD screens, textbooks, and computers
3. Regarding the impediments encountered during implementation, one notable challenge stemmed from instances where teachers failed to utilize the most recent lesson plans (RPP), opting instead for

outdated versions. Additionally, deficiencies in resources and infrastructure also contributed to the obstacles faced.

4. During the subsequent phase of supervision, namely the evaluation stage, assessment occurs post-learning. This evaluation process comprises two modalities: written and oral assessments, administered through both daily and semester examinations.

### **Teacher Techniques for Increasing Students' Learning Motivation at MA Aliyardi**

An educational organization can be said to have implemented quality education if it has achieved the quality guidelines as determined by the government. However, the reality is that there is still a lot of education implemented in educational institutions that do not understand the quality guidelines, namely the National Education Standards. It was found that several groups of education implementers already understood the SNP (National Education Standards), but still deviated from the predetermined rules for several reasons. For example, by determining the quota for students in the study room that exceeds the maximum quota determined by the National Education Standards. The maximum quota provisions for students in study rooms or study groups are closely related to the quality of education. Specifically on student motivation in the learning process.

Motivation plays a pivotal role in the teaching and learning dynamics, influencing both educators and learners alike. For teachers, understanding students' motivational factors is imperative in sustaining and amplifying their enthusiasm towards learning. Conversely, for students, a heightened sense of motivation serves as a catalyst for cultivating a fervent interest in academic pursuits, thereby prompting proactive engagement in learning endeavors.

The discussion outcomes demonstrate that within the educational setting, teachers have effectively fostered motivation among students, as evidenced by the high level of enthusiasm displayed by students at MA Aliyardi throughout the teaching and learning process. Students exhibit attentiveness to the teacher's explanations, both inside and outside the classroom, indicating their active participation in learning activities.

Furthermore, students demonstrate a keen interest in understanding the instructional material and the implementation of learning tasks. This intrinsic drive, fueled by students' awareness, fosters a desire for academic achievement, prompting students in class XI at MA Aliyardi to diligently complete and submit assignments punctually. Moreover, students actively engage with the teacher by seeking clarification on unclear concepts and collaboratively working on assigned tasks during the learning process.

Students' awareness serves as a motivating factor, driving them to cultivate a desire for learning, seek recognition, and attain commendable grades, thereby prompting them to conscientiously complete and submit assignments within stipulated deadlines. During the learning journey, students exhibit proactive behavior by seeking clarification from the teacher regarding unfamiliar material and engaging in collaborative discussions while collectively tackling assignments assigned by the teacher.

Students' enthusiasm for learning is influenced by a combination of intrinsic motivation and environmental factors. Teachers play a crucial role in facilitating students' comprehension of the subject matter, acting as the primary facilitators and orchestrators of the learning process. The teacher is the party who delivers the material, determines the method, forms the learning atmosphere, creates an impression. An important factor that determines the success of learning is the teacher who provides learning motivation so that teaching and learning activities will run in accordance with the goals set.

The growth of learning motivation is not an autonomous process; numerous factors contribute to its development. According to Yusuf as cited in (Mayasari, 2022), two primary influences on learning

motivation are intrinsic and extrinsic factors. Additionally, Mudjiman as referenced in (Lestari, 2020) identifies eight factors shaping learning motivation formation, including awareness of the utility of learning, the necessity to learn, proficiency in learning tasks, enthusiasm for engaging in learning activities, experiences during learning endeavors, resulting learning outcomes, satisfaction with achieved learning outcomes, and individual characteristics and environmental influences contributing to satisfaction during the learning process.

Growing students' learning motivation is a technique that develops the ability and willingness to learn. Of course, Various factors influence students' learning process, among which motivation plays a pivotal role. Within the human learning framework, motivation can be conceptualized as a mental or psychological endeavor occurring through active engagement with the environment, leading to alterations in knowledge and attitude. Motivation holds significant importance in learning, as it dictates the level of effort students invest in their learning endeavors.

According to Purwanto (2002), learning motivation is influenced by various factors categorized into two main groups: individual factors and social factors. Individual factors encompass aspects intrinsic to the individual such as maturity, intelligence, training, motivation, and personal attributes. On the other hand, social factors encompass external elements such as family dynamics, teaching methodologies employed by educators, educational resources utilized, environmental conditions, available opportunities, and social dynamics.

From these delineated factors, it is apparent that the efficacy of the learning process is contingent not only on the characteristics of individual students but also on environmental and social factors, as well as the pivotal role played by educators in shaping students' learning experiences.

#### **4. CONCLUSIONS AND SUGGESTIONS**

In light of the research findings and analysis outlined earlier, it is evident that the planning phase involved the development of a Learning Implementation Plan (RPP) aimed at enhancing the learning process and elevating educational standards. The RPP serves as a pedagogical guide, delineating learning objectives, organizing material preparation, and facilitating study sessions. Subsequently, the organization stage entails aligning with the previously prepared RPP, considering the content, and selecting suitable methods for In the educational process, various instructional approaches are employed, including lectures, discussions, and group presentations, complemented by the utilization of school-provided learning resources like whiteboards, LCDs, textbooks, and computers. However, challenges arise during implementation, notably due to instances where teachers fail to update their lesson plans, instead relying on outdated versions, which may be compounded by inadequate resources and infrastructure. Moving forward, the evaluation phase occurs post-learning, involving both written and oral assessments administered through daily and semester tests.

Based on the results and discussion obtained in this research, the researcher provides suggestions including: 1) Learning management that teachers want to carry out in the future so that it is better than before, trying things about learning models that are friendly to students and methods. The learning used must be more creative, and make students happy in teaching and learning activities. In terms of learning supervision, you can use techniques either directly or indirectly, so that students can be calmer in participating in the learning assessment process, and 2) For students, there needs to be special activities in order to motivate their learning so that there are no participants students who do not yet have plans after graduating from high school.

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