



Optimization of Student Development Activities to Improve the Quality of Output

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Abstract: This study aims to examine the optimization of student training activities to improve the quality of student learning outcomes at SMP Kartika 1-2 Medan. This study uses a qualitative research type with a case study approach. The conclusion of this study shows that the principal and student teachers play an important role in encouraging student training activities to foster student interests and talents. So that it can improve the quality of student output, both academic and non-academic aspects. Student development organized through various activities such as OSIS, Scouts, Paskibra, Dance, Futsal, Learning to Read the Qur'an, and Studying the Al-Kitab (Pa), and religious activities has provided space for students to develop their potential, shape character, improve social skills, and strengthen leadership. These activities are an important means of fostering discipline, a sense of responsibility, and a spirit of collaboration in students, which ultimately contribute to creating quality graduates ready to compete in the future.

Keyword : Development; Output Quality; Student Management

Abstrak: Penelitian ini bertujuan untuk mengkaji optimalisasi kegiatan pelatihan kesiswaan untuk meningkatkan mutu hasil belajar siswa di SMP Kartika 1-2 Medan. Penelitian ini menggunakan jenis penelitian kualitatif dengan pendekatan studi kasus . Kesimpulan dari penelitian ini menunjukkan bahwa kepala sekolah dan guru bidang kesiswaan memainkan peran penting dalam mendorong kegiatan pelatihan kesiswaan untuk menumbuhkan minat dan bakat siswa. Sehingga dapat meningkatkan kualitas output siswa, baik aspek akademik maupun non akademik. Pembinaan kesiswaan yang diselenggarakan melalui berbagai kegiatan seperti OSIS, Pramuka, Paskibra, Tari, Futsal, Belajar Membaca Al-Qur'an dan Penelahan Al-Kitab (Pa), dan kegiatan keagamaan telah memberikan ruang bagi siswa untuk mengembangkan potensi diri, membentuk karakter, meningkatkan keterampilan sosial, serta memperkuat jiwa kepemimpinan. Kegiatan-kegiatan ini menjadi sarana penting dalam membina kedisiplinan, rasa tanggung jawab, dan semangat kolaborasi siswa, yang pada akhirnya berkontribusi pada terciptanya lulusan yang berkualitas dan siap bersaing di masa depan

Kata kunci : Pembinaan; Kualitas Output; Manajemen Kesiswaan

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Introduction

The learning that children get from their parents, the surrounding environment, and schools plays an important role in shaping their maturity (Hasibuan, 2023; Hasan & Aziz, 2023). The residential environment can have a positive and negative influence on children's development (Sulistianingsih, 2024; Ainiyah et al., 2025). Meanwhile, schools function as structured environments that facilitate planned activities to support the learning process, both inside and outside the classroom (Muchson & Kusumaningrum, 2022). Through guided learning, children are better able to acquire knowledge, understanding, skills, and values that support their personal and social development (Pangesti & Hanifuddin, 2021).

To achieve educational goals optimally, schools need to implement effective student development management (Andika, 2023). One important element in this development is extracurricular activities. These activities are designed to enrich students' learning experiences outside of regular class hours and encourage them to develop non-academic potential, such as leadership, collaboration, and creativity (Nuryanto, 2017; Kholik et al., 2024). If designed and managed well, extracurricular activities can be a strategic means of realizing national education goals that emphasize the development of comprehensive potential (Santi, 2024; Hasan & Azizah, 2022).

However, in practice, the implementation of student coaching in many schools still faces various obstacles (Sihombing & Samosir, 2021). Low student participation, lack of resource support, and weak collaboration between schools and the community are unresolved challenges (Shidiq & Dewi, 2023). Furthermore, optimizing student coaching programs can improve integration between formal and non-formal education (Arifudin, 2022; Aprilianto & Fatikh, 2024). Students who actively participate in student coaching activities tend to have stronger social skills like communication, collaboration, and problem-solving. These competencies serve as important assets in facing the challenges of globalization and an increasingly competitive future landscape (Bawazir & Hakim, 2024; Hakim et al., 2024).

The low results of student coaching efforts are reflected in student achievement in academic and non-academic fields. Optimizing coaching activities can increase student motivation to learn, participation, and overall performance (Sarayulis, 2023). Research shows that relevant content, interactive technology, and collaborative learning strategies effectively drive student engagement and satisfaction, ultimately leading to improved learning outcomes (Sukardi, 2019).

SMP Kartika 1-2 Medan is one of the private junior high schools under the auspices of Persit Kartika Chandra Kirana. This school has unique characteristics

in its organizational structure and culture, and is committed to character building and student discipline. Although this school has quite diverse extracurricular programs, such as OSIS, Scouts, Paskibra, Dance, and Futsal, based on initial observations and internal school documentation data for 2023/2024, student participation has not been evenly distributed and optimal. Several leading programs experience obstacles regarding ongoing coaching, limited coaches, and inadequate supporting facilities.

This shows a gap between the potential of the available coaching programs and the results achieved in achievement and student character development. Optimizing student coaching is very important to support the overall quality of education. Therefore, an in-depth study is needed on how student coaching activities, especially extracurricular activities, can be optimized to impact the quality of education outcomes at this school.

This study aims to fill the gap in empirical studies on strategies for optimizing student coaching activities at SMP Kartika 1-2 Medan. Unlike previous studies that discussed more aspects of general coaching policies or curriculum, this study focuses on managerial practices, student participation, and the impact of coaching activities on educational quality based on actual field data. Thus, the results of this study are expected to provide theoretical contributions in educational management and practical recommendations for schools in managing more effective, adaptive, and results-oriented student coaching programs.

Methods

The research method used in this study is a qualitative descriptive method (Syahrizal & Jailani, 2023), which aims to explore and interpret in depth student coaching activities through extracurricular activities at SMP Kartika 1-2 Medan, located at Jl. Abdul Manaf Lubis, Medan. The research subjects were determined using a purposive sampling technique, namely the selection of informants who were considered relevant and directly involved in implementing student coaching activities. The number of informants in this study was 14 people, consisting of 1 principal, one student supervisor, six extracurricular coaching teachers, and six students who were active in extracurricular activities. The six coaching teachers selected were representatives of the main extracurricular activities in the school, namely Scouts, Paskibra, OSIS, Futsal, Dance, and Al-Qur'an Literacy. Meanwhile, the students interviewed were actively and consistently involved in extracurricular activities, selected based on teacher recommendations and records of their activity participation. This study is closely related to efforts to analyze: 1) types of student coaching activities implemented at SMP Kartika 1-2 Medan; 2) factors and challenges that influence the implementation of these activities; 3)

strategies for optimizing the implementation of student coaching programs; and 4) the extent to which the student coaching program has achieved the expected results at SMP Kartika 1-2 Medan.

The data collection procedure in this study includes the following steps: 1) Interview procedures, namely the use of structured and semi-structured interview guidelines containing a list of questions addressed to the research subjects. In-depth interviews were conducted to collect respondents' views on the types of student coaching activities, supporting and inhibiting factors, implementation strategies, and achievements of the student coaching program at SMP Kartika 1-2 Medan. 2) Observation procedures are carried out directly by researchers to explore aspects relevant to the research, especially the management of student coaching which aims to improve the quality of student achievement through extracurricular activities at SMP Kartika 1-2 Medan. Data collection tools used in this stage include a voice recorder (which also serves to document the process), field notes, and basic writing tools such as paper and pen to record participant responses. 3) Documentation procedures, namely collecting related materials such as books, articles, reports, and notes related to the research topic. Documentation is collected at all stages of the research, from preparation to completion, to support and validate research findings (Sugiyono, 2017).

The data analysis technique used in this study follows the interactive model of Miles and Huberman (Miles et al., 2014), which includes three main components: data collection, data display, and drawing and verifying conclusions. During the data collection phase, information is obtained through observation, interviews, and documentation, which allows researchers to collect rich and diverse data. The data display stage involves organizing data into concise descriptions, diagrams, and mapping relationships between categories. To improve interpretability, data is primarily presented in a narrative textual format, which allows for a clearer understanding of the observed phenomena and guides subsequent research stages. Finally, in the conclusion drawing and verification stage, initial conclusions are tentatively formulated and then revised or confirmed based on supporting evidence obtained during the data collection process. Once validated, these conclusions are considered consistent, credible, and reflect actual findings (Miles et al., 2014).

Techniques to ensure data validity include extending the observation period by conducting additional observations and interviews with informants, then increasing data accuracy by verifying the accuracy and chronological sequence of events to ensure proper and systematic recording (Wahyudin, 2018). Triangulation techniques are applied, including source, technique, and time triangulation. In addition, member checking is carried out by obtaining an agreement between the

researcher and the data provider, which serves as the basis for writing the report by the data or information sources. Regarding research ethics, the researcher has obtained official permission from the school to conduct research activities. In addition, each informant is explained the purpose of the research, the right to participate, and a guarantee of confidentiality of identity.

Results And Discussions

Results

Student Development Activities at SMP Kartika 1-2 Medan

This study reveals that optimizing student development activities at SMP Kartika 1-2 Medan is important in holistically developing students' potential. These development activities include programs to support students' academic, social, emotional, and character growth. In schools, these activities often involve an integrated approach, where students are taught academic content and essential life values.

Based on the results of an interview with the Principal, Mr. Manhar S.Pd I, conducted in the Principal's office on April 17, 2025, he stated:

"The student development program at SMP Kartika 1-2 Medan aims to support the growth of students' character, talents, and skills as a whole. The activities include OSIS, Scouts, Flag Raising Troops (Paskibra), Dance, and Futsal, which foster leadership, discipline, and teamwork. Religious development sessions are also held every Friday, where Muslim students are involved in reading the Qur'an, and Christian students participate in Bible studies, all carried out in a spirit of mutual respect and tolerance. (Manhar, 2025).

Based on the results of interviews and field observations in April 2025, it was found that most students at SMP Kartika I-2 Medan actively participate in various extracurricular activities. These activities include leadership, scouting, sports, arts, and religion, which overall received high enthusiasm from the students. This activity reflects the support of the school environment for the development of student potential outside of academic aspects.

Data triangulation confirms that these activities are routine and directed at developing leadership values, discipline, cooperation, and religious tolerance. Observations during futsal and dance practice sessions showed high enthusiasm and good teamwork, although the dance practice room facilities were still inadequate and students had to use the classroom alternately.

Mr. Manhar, the Principal, explained that several prominent student development activities at SMP Kartika 1-2 Medan include OSIS, Scouts, Flag Raising Troops (Paskibra), Dance, and Futsal. OSIS functions as a forum for students to learn organizational skills and practice leadership, while Scouts and

Paskibra foster discipline, responsibility, and a spirit of nationalism. In the arts, Dance activities provide opportunities for students with artistic and cultural talents to express themselves and preserve regional culture. Meanwhile, Futsal is a popular activity routinely held as an inter-class tournament known as the K-League. This activity develops sports skills and fosters sportsmanship, solidarity, and teamwork among students.

In addition, religious guidance is the primary focus at SMP Kartika 1-2 Medan. Since its students come from two religious backgrounds, Islam and Christianity, this school routinely holds religious activities every Friday after worship. For Muslim students, the activities include reading the Qur'an which aims to strengthen their understanding and appreciation of the holy book. Meanwhile, Christian students attend Bible study sessions, which aim to maintain their faith and deepen the values of their religious teachings. Although these activities are carried out separately, they are carried out with a spirit of mutual respect and religious tolerance.

Factors and Challenges of Student Development Activities at SMP Kartika 1-2

Factors and challenges in optimizing student development activities include elements originating from within the school environment. One of the main factors is support from the school management. The principal and teachers play an important role in creating an environment that supports student activities. This support can be provided by providing adequate facilities, such as activity rooms, equipment, and funding for extracurricular programs.

Based on an interview with the Principal, Mr. Manhar S.Pd.I interviewed in the Principal's office on April 17, 2025, and he stated:

"At SMP Kartika 1-2 Medan, various challenges are encountered in implementing student development activities, especially in developing extracurricular programs. The two main aspects of concern are human resources and facilities. The quality and commitment of teachers and instructors greatly influence the success of this program; however, there is a lack of experienced instructors and a high teacher workload, which hinders effective development. In addition, adequate facilities are critical; limited practice space for dance activities interferes with concentration and effectiveness of practice, while budget constraints cause difficulties in procuring uniforms. To overcome these challenges, collaboration is needed between schools, parents, and the community to provide the resources needed, so that students can actively participate in extracurricular activities and develop their character and skills." (Manhar Principal, 2025).

Like many other schools, the principal explained that SMP Kartika 1-2 Medan faces various factors and challenges in implementing student development activities, especially in developing extracurricular programs. The two main aspects of concern are human resources and facilities. Regarding human resources, the

quality and commitment of teachers and mentors greatly influence the mentoring program's success. However, challenges such as the limited number of mentors with the necessary skills and experience can hinder the development of students' skills. In addition, many teachers have heavy workloads, making it difficult to allocate sufficient time to supervise extracurricular activities, which in turn can reduce the frequency of training sessions and the quality of guidance provided to students.

On the other hand, adequate facilities and infrastructure are also critical to support extracurricular activities at SMP Kartika 1-2. The obstacles faced include limited practice places for dance activities, so students must move from place to place to practice. This condition can interfere with concentration and the effectiveness of practice and limit students' movement and creativity. In addition, dance activities often require appropriate uniforms for performances, and budget constraints for uniform procurement can be an obstacle, especially if the school does not have sufficient funds to meet these needs. Overall, SMP Kartika 1-2 Medan faces challenges implementing student development activities, especially in the dance extracurricular program. Limited human resources and facilities must be overcome to improve the quality of extracurricular activities. Therefore, joint efforts are needed between the school, parents, and the community to provide the necessary resources and create an environment that supports optimal student development. Thus, it is hoped that students can participate actively and fully in extracurricular activities, ultimately contributing to developing their character and skills.

Strategy for Optimizing Student Development Activities at SMP Kartika 1-2 Medan

Optimizing student development activities at school is important in supporting the growth and development of students' character and potential. One effective strategy is to combine extracurricular activities with the academic curriculum, so that students gain theoretical knowledge and practical experience that enriches their social skills and leadership abilities.

Based on an interview with the Principal, Mr. Manhar, S.Pd.I interviewed in the Principal's office on April 17, 2025, and he stated:

"The strategy for optimizing student coaching activities at SMP Kartika 1-2 Medan consists of three stages: planning, implementation, and evaluation. Careful planning involves analyzing student needs and aligning extracurricular activities with student aspirations. Effective implementation requires competent coaches and a consistent training schedule. Continuous evaluation is used to improve the quality of student coaching programs and ensure that all processes are carried out according to plan. By implementing this strategy, SMP Kartika 1-2 Medan aims to improve the quality of student

coaching activities and produce a more prepared and competitive generation. (Manhar, 2025).

The principal explained that the strategy for optimizing student coaching activities at SMP Kartika 1-2 Medan can be divided into three main stages: planning, implementation, and evaluation. These three stages play an important role in ensuring the effectiveness of extracurricular programs. First, careful planning begins with analyzing student needs and aligning extracurricular activities with aspirations. Considering that SMP Kartika 1-2 is under the auspices of Persit (Association of TNI Officers' Wives), activities related to careers such as the TNI and Polri, such as Scouts and Paskibra, are very relevant choices. By involving students in activities of their interests and ideals, it is hoped that students' motivation and participation in extracurricular activities will increase. In addition, careful planning also includes determining the resources needed, both human resources and facilities and infrastructure, to support these activities effectively. Furthermore, student coaching activities must be implemented effectively by appointing coaches and teachers with the appropriate field qualifications. Competent and experienced coaches, especially in extracurricular fields such as Scouts and Paskibra, are very important in providing quality student coaching. Effective implementation also includes preparing a regular and consistent training schedule, so that students can practice effectively without disrupting their learning activities. With a well-planned and structured approach, students will find it easier to understand and master the skills taught.

Finally, continuous evaluation is a crucial stage in this optimization strategy. Through evaluation, schools can identify ineffective processes and make necessary improvements. The evaluation results can be used to improve the quality of student development activities, learning methods, and activity management. Furthermore, strict supervision and monitoring of the entire process are needed to ensure that activities run according to plan. With systematic evaluation, it is hoped that the quality of extracurricular programs will improve, ultimately contributing to better school outcomes. By implementing an optimization strategy that includes careful planning, practical implementation, and continuous evaluation, SMP Kartika 1-2 Medan can improve the quality of student development activities and produce a more prepared and competitive generation.

Achievement of Student Development Program of Kartika 1-2 Middle School Medan

The achievement of the student development program in Kartika 1-2 Middle School, Medan, can be seen through various training activity results implemented according to the established schedule. Based on an interview with the Principal,

Mr. Manhar, M.Pd, and the Vice Principal for Student Affairs, Mrs. Nina, conducted in the Principal's office on April 17, 2025, they stated:

“The achievement of the student development program in our school can be seen from the various real achievements of the development activities carried out according to the predetermined schedule. Our students actively participate in competitions, tournaments, and contests, manifesting the school's commitment to developing students' potential in various fields. One of the most prominent activities is Scouting. Our students routinely participate in jamborees and tiered competitions held every five years. In the last event, they managed to advance to the city level, although only to level three. In addition, our dance group once won first place in a city-level competition organized by the Education Office, which shows that students excel in sports and the arts”.

The principal and vice principal for student affairs explained that students are actively involved in various competitions, tournaments, and matches, which shows the school's commitment to developing students' potential in various fields. One of the most prominent activities is the Scout program, where students participate in jamborees and tiered competitions held every five years. In the most recent competition, students advanced to the city level, reaching the third level. In addition, in the arts field, the dance group of SMP Kartika 1-2 once won first place in a city-level competition organized by the Education Office, which shows that students are outstanding in sports and the arts.

In sports, the achievements of the school's futsal team are also encouraging. In the last tournament, the futsal team entered the semifinals and won the match to compete for fourth place. This achievement is quite praiseworthy. Although some extracurricular activities, such as academic competitions, have not been fully optimized, the school plans to revive these programs. With the plan to increase student development in the academic field, it is hoped that students will be more active in participating in competitions that hone their academic abilities. Overall, the achievements of the student development program at SMP Kartika 1-2 Medan show positive results, with various achievements in various fields and a strong commitment to continue to improve the quality of development activities in the future.

Discussion

This study shows that optimizing student development activities at SMP Kartika 1-2 Medan contributes significantly to improving education quality, especially in holistically developing student potential. Based on observation, interview, and documentation data, it was found that student development not only covers academic aspects, but also includes character building, leadership,

discipline, and social skills through various extracurricular activities such as OSIS, Scouts, Paskibra, dance, futsal, and religious guidance.

This finding is consistent with the theory of student development, which states that good management of student activities can support the formation of character and 21st-century skills (Fadilah et al., 2022). However, what distinguishes this study is the integration between empirical data and a systematic school managerial approach, namely through the stages of planning, implementing, and evaluating coaching programs on an ongoing basis (Sukmawati & Herawan, 2016). This approach emphasizes that the success of coaching activities does not solely depend on the quantity of activities, but also on the quality of their management (Almasri et al., 2023; Masrufa, 2024).

The integration of interview data and documentation shows that student participation in extracurricular activities is quite high, reaching 78.5% of the total number of students, reflecting students' enthusiasm and active involvement. This supports the theory (Abidin et al., 2024) which states that active participation in student coaching is positively correlated with learning motivation and educational outcomes. For example, the achievements of the dance group that won first place at the city level and the futsal team that reached the semifinals are real indicators of the success of non-academic coaching. However, this study also found serious challenges in implementing the coaching program, especially related to limited human resources and infrastructure. The principal stated that the lack of experienced coaches and the high workload of teachers were obstacles to coaching effectiveness. This shows a gap between planning and implementation in the field, which is in line with the findings Solechan & Abdullah, (2022) regarding the importance of institutional resilience in maintaining the continuity of the coaching program.

In terms of practical implications, the results of this study emphasize the importance of collaboration between schools, parents, and the community in supporting student coaching activities. This support is not only material, but also moral and participatory in designing coaching programs relevant to students' needs. The theoretical implication is that this study enriches the discourse on participatory and student-based education management at the junior high school level.

However, this study has several limitations. First, the scope of the analysis is more focused on one school, so generalizing the findings to other schools with different contexts needs to be done carefully. Second, not all extracurricular activities are analyzed in depth regarding long-term output on student academic achievement. Third, a longitudinal analysis has not been carried out to see the impact of coaching activities over a longer period of time.

Compared to previous studies, such as Fikri et al., (2022) which emphasizes the importance of integrating the coaching curriculum into the school work plan, this study provides an additional dimension through the participatory approach applied by SMP Kartika 1-2. Meanwhile, (Hajar et al., 2019) This study highlights the effects of extracurricular activities on soft skills. It shows the relationship between activity management, student involvement, and improving the overall quality of education. Overall, student coaching activities at SMP Kartika 1-2 Medan have been running quite optimally and have had a positive impact on student development. The strategies implemented by the school have shown effectiveness, but still require strengthening in terms of resources and the involvement of external stakeholders (Azizah et al., 2025). This study concludes that student coaching activities that are well managed and relevant to student needs can be a strategic means of forming graduates who are not only academically intelligent, but also strong in character and socially.

Conclusion

Based on the results of the study, it can be concluded that student development activities at SMP Kartika 1-2 Medan have a very important role in improving the quality of student output, both academic and non-academic. Student development carried out through various activities such as OSIS, Scouts, Paskibra, Regional Dance, Futsal, Al-Qur'an, Al-Kitab Study, and religious activities has provided opportunities for students to develop their potential, shape character, improve social skills, and strengthen leadership. These activities are a very important means in efforts to foster discipline, a sense of responsibility, and a spirit of cooperation in students which will ultimately produce quality graduates who are ready to compete in the future. Overall, the results of the study indicate that optimizing student development activities is a very important and strategic step that must continue to be improved in order to ensure the achievement of educational goals as a whole. By addressing various challenges through effective planning, management, and support from all school and community stakeholders, the student development program at SMP Kartika 1-2 Medan has the potential to become a strong foundation for producing a young generation with competent character, integrity, and is ready to face global dynamics in the future.

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