PSYCHOLOGY-BASED STUDENT MANAGEMENT: A QUALITATIVE STUDY ON STRATEGIES TO STRENGTHEN STUDENTS' LEARNING MOTIVATION AND ACADEMIC ACHIEVEMENT

Imam Wahyono[1], Fitriatul Masruroh[2], Ahmad Aziz Fanani[3]

[1,2,3]Universitas Islam Ibrahimy Banyuwangi, Indonesia
Email : [1]imamwahyono12031989@gmail.com,
[2]fitriamasruroh448@gmail.com, [3]fananiahmadaziz89@gmail.com

Abstract

This study aims to address the main questions of how psychology-based student management is implemented at MAN 2 Banyuwangi, its role in strengthening students' learning motivation and academic achievement, and the factors that hinder its implementation. The study is positioned within the field of educational management, emphasizing the integration of educational psychology approaches in student management practices at a public Islamic senior high school. A qualitative approach with a case study design was employed. Data were collected through in-depth interviews with the principal, vice principal for student affairs, guidance and counseling teachers, homeroom teachers, and students, and were reinforced by observations and document analysis. The data were analyzed descriptively using the interactive analysis model proposed by Miles and Huberman. Data trustworthiness was ensured through triangulation and member checking. The findings indicate that psychology-based student management is implemented in an integrated manner through psychological assessment from the student admission process, preventive and developmental guidance and counseling services, personal mentoring by homeroom teachers, and collaboration among educational stakeholders. These strategies significantly contribute to fulfilling students' basic psychological needs (autonomy, competence, and relatedness) which in turn enhance learning motivation and academic achievement. However, the implementation faces several challenges, including the limited number of guidance and counseling teachers, administrative workload, limited service time, and varying levels of family support.

Keywords: *student management, psychological approach, learning motivation, academic achievement*

Abstrak

Penelitian ini bertujuan menjawab pertanyaan utama tentang bagaimana implementasi manajemen kesiswaan berbasis psikologi di MAN 2 Banyuwangi, perannya dalam memperkuat motivasi belajar dan prestasi akademik siswa, serta

faktor-faktor yang menghambat implementasinya. Studi ini diposisikan dalam kajian manajemen pendidikan dengan menekankan integrasi pendekatan psikologi pendidikan dalam pengelolaan peserta didik di madrasah aliyah negeri. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus. Data diperoleh melalui wawancara mendalam dengan kepala madrasah, wakil kepala madrasah bidang kesiswaan, guru bimbingan dan konseling, wali kelas, serta siswa, yang diperkuat dengan observasi dan studi dokumentasi. Data dianalisis secara deskriptif kualitatif menggunakan model analisis interaktif Miles & Huberman. Keabsahan data dijamin melalui triangulasi dan member check Hasil penelitian menunjukkan bahwa manajemen kesiswaan berbasis psikologi diimplementasikan secara terintegrasi melalui asesmen psikologis sejak PPDB, layanan bimbingan dan konseling yang preventif dan pengembangan, pendampingan personal oleh wali kelas, serta kolaborasi antaraktor pendidikan. Strategi tersebut berkontribusi signifikan dalam memenuhi kebutuhan psikologis siswa (otonomi, kompetensi, dan keterhubungan) yang berdampak pada peningkatan motivasi belajar dan prestasi akademik. Namun, implementasi masih menghadapi kendala berupa keterbatasan jumlah guru BK, beban administratif, keterbatasan waktu layanan, dan variasi dukungan keluarga siswa.

***Keywords**: manajemen kesiswaan, pendekatan psikologi, motivasi belajar, prestasi akademik.*

A. Introduction

The global paradigm shift in education in the 21st century requires educational institutions to focus not only on academic achievement but also on strengthening students' psychological aspects as the foundation for sustainable learning success (Julia, 2025; Wahyuni & Muslim, 2022). Reports by the (Development OECD, 2021) and (UNESCO, 2021) emphasize that educational success is not solely determined by cognitive mastery but is also strongly influenced by students' social-emotional competencies, learning motivation, and psychological well-being. In line with these findings, various international studies have demonstrated that psychological factors play a significant role in improving students' academic achievement and learning engagement at the secondary education level (Eccles & Wigfield, 2020; Howard, Bureau, Guay, Chong, & Ryan, 2021; Ryan & Deci, 2020; Zimmerman, 1990).

This global phenomenon is also reflected in the national education context of Indonesia. Several national studies report that low student learning motivation remains a major issue at the secondary education level, resulting in low student participation in learning activities and fluctuations in academic achievement(Harahap, 2025). This condition indicates that efforts to improve educational quality cannot rely solely on curriculum strengthening and infrastructure provision but also require well-planned, systematic student management oriented toward fulfilling students' psychological needs.

From an educational management perspective, student management is a strategic domain that functions to manage students comprehensively, from admission planning, student development, and potential enhancement to the evaluation of academic and non-academic progress. However, in practice, student management in many schools remains administrative and procedural in nature, with emphasis on data management, discipline, and school regulations, while students' psychological aspects have not been fully integrated into managerial decision-making (Astuti & Purwani, 2023). In contrast, educational psychology literature emphasizes that learning motivation is a key variable influencing the quality of the learning process and students' academic achievement(Schunk & Zimmerman, 2012).

In line with this perspective, research conducted by Wahyono confirms that effective student management should not only focus on administrative aspects but must also integrate psychological approaches and character development as part of holistic educational management. This approach enables educational institutions to understand students' individual needs and optimally develop their potential through structured and sustainable guidance (Wahyono, Fanani, Usriyah, Ramiati, & Nawafil, 2025).

Psychology-based student management is an approach that integrates educational psychology principles into school management functions, including student program planning, organization of student support services, implementation of psychological mentoring strategies, and continuous evaluation of students' motivation and academic achievement. This approach is grounded in modern motivational theories such as Self-Determination Theory (SDT), which emphasizes the importance of fulfilling students' basic psychological needs (autonomy, competence, and relatedness) as prerequisites for intrinsic motivation and optimal learning engagement (Niemiec & Ryan, 2009; Ryan & Deci, 2020)

Self-Determination Theory (SDT) is a contemporary motivational theory that asserts that the quality of students' learning motivation is largely determined by the fulfillment of three basic psychological needs: autonomy, competence, and relatedness. First, autonomy refers to the extent to which students feel a sense of control and ownership over their learning process. Autonomy does not imply the absence of rules but rather the opportunity for students to participate in decision-making, express their opinions, and understand the meaning of their learning activities. Second, competence refers to students' perception of their ability to successfully complete academic tasks. This need is fulfilled when students are provided with challenges appropriate to their ability level, accompanied by constructive feedback and positive reinforcement. Experiences of success enhance students' self-efficacy and encourage active engagement in learning. Third, relatedness refers to students' need to feel accepted, valued, and connected to teachers, peers, and the school environment. Supportive interpersonal

relationships create a psychologically safe and conducive learning environment. When these three needs are fulfilled, students are more likely to develop stronger intrinsic motivation, higher learning engagement, and sustained academic resilience. In educational contexts, school environments and student management policies that support students' psychological needs significantly contribute to improving learning motivation, academic engagement, and student achievement (Niemiec & Ryan, 2009; Ryan & Deci, 2020).

Various reputable international studies confirm that learning motivation is strongly associated with students' academic achievement. (Ök & Sarıtaş, 2019; Zhao, Ren, & Yang, 2024) found that goal orientation and self-efficacy significantly contribute to secondary school students' academic performance. Research by (Howard et al., 2021) shows that school environments supporting students' psychological needs positively affect academic achievement, student engagement, and learning well-being. Furthermore, (Khalil, 2020; Pérez-González, Filella, Soldevila, Faiad, & Sanchez-Ruiz, 2022) emphasize that self-regulated learning ability, which is strongly influenced by students' motivation and self-beliefs, is an important indicator of long-term academic success.

In the context of religious-based secondary education, such as madrasah aliyah, several national studies indicate that student management plays a strategic role in improving students' motivation and academic achievement. Research by (Nasution et al., 2024) and (Gibol & Santoso, 2024) revealed that structured student development programs, counseling services, and strengthened extracurricular activities positively contribute to students' motivation and academic achievement. Other studies also highlight that teachers' and homeroom teachers' personal approaches are crucial factors in fostering student learning motivation (Harahap, 2025; Melianti, Giatman, & Ernawati, 2023).

However, previous studies have predominantly employed quantitative approaches focusing on relationships between variables, such as the influence of learning motivation on academic achievement or the contribution of student management to learning outcomes (Ainurrohmah & Handayani, 2020; Purmasari, Rahma, & Firmansyah, 2025; Umar, Yusuf, Amini, & Alhadi, 2023). Qualitative studies specifically exploring psychology-based student management strategies remain limited, particularly in the context of public madrasah aliyah. Moreover, the integration of student management practices with contemporary motivational psychology frameworks has rarely been examined comprehensively in national research (Ryan & Deci, 2020).

This condition indicates a research gap, namely the lack of comprehensive understanding of how psychology-based student management strategies are designed, implemented, and interpreted by educational actors in strengthening students' learning motivation and academic achievement. A qualitative approach enables researchers to understand policy dynamics, practical implementation, and

the subjective experiences of students and educators within contextual and situational student management practices.

Based on preliminary observations conducted at MAN 2 Banyuwangi, it was found that the madrasah has implemented relatively progressive student management practices by integrating psychological approaches into student management. One concrete example is the determination of acceleration classes, where the madrasah considers not only academic indicators such as report card grades and academic test results but also psychological test results. These psychological assessments measure students' learning motivation stability, mental readiness, and academic potential, ensuring that class placement decisions are based on comprehensive cognitive and psychological considerations.

Furthermore, the observations revealed that MAN 2 Banyuwangi provides various support services aimed at strengthening students' psychological aspects as part of its student management strategy. The madrasah facilitates counseling services that help students address academic and non-academic challenges while implementing discipline development through educational and persuasive approaches. In addition, extracurricular programs are designed not only to develop students' interests and talents but also to enhance self-confidence, intrinsic motivation, and social skills. Personal mentoring conducted by homeroom teachers and counseling teachers through intensive communication and individual guidance further strengthens the supportive psychological climate within the madrasah.

These preliminary findings indicate that MAN 2 Banyuwangi has practically implemented psychology-based student management, although it has not yet been systematically documented and examined within the framework of educational psychology theory. Therefore, these practices represent a relevant and strategic context for further investigation using a qualitative approach to understand how psychology-based student management strategies are designed, implemented, and contribute to strengthening students' learning motivation and academic achievement in a public madrasah aliyah.

Based on the above background, this study offers novelty by examining psychology-based student management through a qualitative approach focusing on strategies to strengthen students' learning motivation and academic achievement at MAN 2 Banyuwangi. The objectives of this study are to: (1) describe the implementation of psychology-based student management at MAN 2 Banyuwangi; (2) analyze the role of psychology-based student management strategies in strengthening students' learning motivation and academic achievement; and (3) identify the inhibiting factors in implementing psychology-based student management in strengthening students' learning motivation and academic achievement at MAN 2 Banyuwangi.

B. Research Method

This study employed a qualitative approach with a case study design, aimed at obtaining an in-depth understanding of psychology-based student management strategies in strengthening students' learning motivation and academic achievement. The qualitative approach was selected because this study focuses on exploring meanings, processes, and the dynamics of managerial practices that occur naturally within a particular context (Creswell & Poth, 2016). The case study design was used to comprehensively examine the phenomenon of psychology-based student management within an educational institution that possesses distinctive characteristics, thereby enabling the researcher to understand the context, actors, and interactions that shape these practice (K Robert, 2018).

This research was conducted at MAN 2 Banyuwangi, which was purposively selected based on preliminary observations indicating the implementation of psychological approaches in student management. The research activities took place from December 2025 to January 2026, encompassing the stages of preparation, data collection, data analysis, and report writing. The focus of the study was directed toward psychology-based student management practices, particularly the strategies employed to strengthen students' learning motivation and academic achievement.

The research subjects were determined using purposive sampling, taking into account the informants' direct involvement and understanding of student management practices. The informants included the principal, vice principal for student affairs, guidance and counseling teachers, homeroom teachers, and students. The selection of student informants was based on the following criteria: (1) actively participating in learning and student affairs activities; (2) having experience with student management services, such as guidance and counseling or extracurricular activities; (3) representing varying levels of learning motivation and academic achievement; and (4) being willing to serve as informants and capable of reflecting on and articulating their experiences. Purposive selection of informants was conducted to obtain in-depth and relevant data aligned with the research focus (Patton, 2014).

Data collection was carried out through in-depth interviews, observation, and document analysis. The in-depth interviews were conducted using a semi-structured format to explore information related to the planning, implementation, and evaluation of psychology-based student management strategies, including the perceptions and experiences of educational actors regarding their impact on students' motivation and academic achievement. Observations were conducted to directly examine student development practices, teacher–student interactions, the implementation of guidance and counseling services, and extracurricular activities aimed at strengthening students' psychological aspects. Document analysis was

conducted by reviewing official school documents, such as student affairs programs, accelerated class selection guidelines, psychological test results, guidance and counseling service reports, and extracurricular activity records. The use of multiple data collection techniques was intended to provide a comprehensive understanding and to strengthen the validity of the research findings (Creswell & Poth, 2016).

Data analysis in this study employed the interactive analysis model proposed by (Miles, Huberman, & Saldaña, 2014) using a qualitative descriptive approach. The analysis process included data reduction, data display, and conclusion drawing and verification, which were conducted simultaneously from the beginning of data collection. Data reduction involved selecting and focusing on data relevant to the research objectives. Data display was carried out in the form of thematic narratives, while conclusion drawing was conducted gradually, with continuous verification to ensure the accuracy and consistency of the findings.

To ensure data trustworthiness, this study applied source triangulation, technique triangulation, and member checking. Triangulation was used to compare data obtained from various sources and data collection methods, while member checking was conducted to ensure the alignment between the researcher's interpretations and the informants' experiences and perspectives (Lincoln, 1985). Thus, the credibility and trustworthiness of the research findings were maintained.

C. Results And Discussion

Results

Research findings were obtained from in-depth interviews with the principal, vice principal for student affairs, guidance and counseling teachers, homeroom teachers, and students, and were strengthened by observational and documentation data. The findings are presented based on the research focus, namely the implementation of psychology-based student management in strengthening students' learning motivation and academic achievement, the role of psychology-based student management in strengthening students' learning motivation and academic achievement, and the inhibiting factors in the implementation of psychology-based student management.

1. Implementation of Psychology-Based Student Management at MAN 2 Banyuwangi

The findings indicate that MAN 2 Banyuwangi has implemented psychology-based student management in an integrated manner across various aspects of student management. This implementation is evident from the planning, implementation, and evaluation stages of student programs, involving the principal, vice principal for student affairs, guidance and counseling teachers, and homeroom teachers.

At the planning stage, the madrasah not only establishes academic targets but

also formulates student development programs by considering psychological aspects. This is reflected in the use of psychological tests as one of the instruments in determining placement in acceleration classes. Based on interviews with the vice principal for student affairs, psychological tests are used to measure students' mental readiness, stability of learning motivation, and academic resilience. Thus, student placement is not solely based on academic scores.

In line with this, guidance and counseling teachers stated that psychological approaches have also been applied since the student admission process. Guidance and counseling teachers are involved in interview tests for prospective students and are responsible for developing interview instruments to explore students' initial psychological conditions, including learning motivation, mental readiness, and family background. This finding supports the principal's statement that student management at MAN 2 Banyuwangi is designed from the outset to comprehensively understand students' characteristics.

At the implementation stage, psychological approaches are applied through active and continuous guidance and counseling services. The role of guidance and counseling teachers is not limited to addressing student problems but also includes preventive assistance and student potential development. Observations show that counseling services are conducted both individually and in groups, with an emphasis on strengthening learning motivation, emotional regulation, and students' self-confidence.

Guidance and counseling teachers also play a role in early identification of students' needs through needs assessment, including the use of students' personal journals. These journals are used to map students' interests, talents, potential, and mental and emotional conditions. This data then serves as a reference for guidance and counseling teachers, homeroom teachers, and student affairs staff in determining appropriate developmental interventions.

In addition, the role of homeroom teachers is an important element in the implementation of psychology-based student management. Homeroom teachers apply a personal approach through intensive communication, monitoring students' academic and non-academic development, and providing emotional support. Documentation of homeroom teacher programs shows records of student development covering academic performance, attitudes, and learning motivation. This data aligns with students' statements that they feel personally supported and guided by homeroom teachers and guidance and counseling teachers.

Strengthening extracurricular activities is also an integral part of psychology-based student management. Extracurricular activities are designed as a platform for developing students' interests, talents, and social skills. Guidance and counseling teachers are involved in the selection process of student council administrators and madrasah ambassadors as part of leadership development. Observations indicate that students are given the autonomy to choose activities

based on their interests, contributing to increased autonomy and active engagement in madrasah life.

2. The Role of Psychology-Based Student Management Strategies in Strengthening Students' Learning Motivation and Academic Achievement

The findings show that psychology-based student management strategies play a significant role in strengthening students' learning motivation. The fulfillment of students' basic psychological needs (autonomy, competence, and relatedness) is reflected in various managerial practices at MAN 2 Banyuwangi involving the principal, vice principal for student affairs, guidance and counseling teachers, homeroom teachers, and subject teachers.

From the autonomy perspective, students feel involved in decision-making related to academic and non-academic activities, such as selecting extracurricular activities and participating in self-development programs. Interviews with students indicate that they feel valued and trusted, which fosters intrinsic motivation to learn. Guidance and counseling teachers emphasized that student involvement is part of counseling service strategies aimed at developing responsibility and independent learning.

From the competence perspective, the madrasah provides academic challenges tailored to students' abilities, particularly in acceleration classes. Guidance and counseling teachers provide guidance and direction to students experiencing difficulties in completing academic tasks. In the context of improving academic achievement, guidance and counseling teachers collaborate with the vice principal for academic quality assurance to provide recognition for high-achieving students, including additional subject scores in report cards. Students perceive this policy as a form of recognition and positive reinforcement for their learning efforts.

From the relatedness perspective, supportive interpersonal relationships between teachers and students are clearly evident. Students feel that they have trusted mentors in both homeroom teachers and guidance and counseling teachers. Guidance and counseling teachers and homeroom teachers explained that students who experience difficulties in completing assignments or participating in remedial programs often face certain psychological challenges. Collaborative assistance helps students overcome these barriers and enhances their learning engagement and academic achievement.

Furthermore, the role of guidance and counseling services is also evident in career guidance. Guidance and counseling teachers are involved in the process of selecting academic majors when students advance to Grade XI and in assisting students with post-graduation preparation, whether pursuing higher education or participating in courses and training. Students stated that this guidance helps them develop clearer learning goals, which positively impacts their learning motivation.

3. Inhibiting Factors in the Implementation of Psychology-Based Student Management

Although the implementation of psychology-based student management at MAN 2 Banyuwangi has shown positive results, this study also identified several inhibiting factors. One of the main constraints is the limitation of human resources, particularly the insufficient number of guidance and counseling teachers compared to the number of students. This condition was expressed by guidance and counseling teachers and confirmed by the vice principal for student affairs.

In addition, guidance and counseling teachers do not have specifically allocated classroom hours for classical psychological guidance. As a result, counseling services must be conducted incidentally by requesting time from the curriculum division and subject teachers. This situation affects the intensity and continuity of psychological assistance provided to students.

Another inhibiting factor originates from students' family backgrounds. Guidance and counseling teachers, homeroom teachers, and students revealed that the lack of parental support, particularly among students from broken home families, poses challenges in providing optimal and sustainable psychological assistance.

Discussion

1. Implementation of Psychology-Based Student Management at MAN 2 Banyuwangi

The findings indicate that the implementation of psychology-based student management at MAN 2 Banyuwangi has moved beyond administrative and procedural student management patterns. The identified practices demonstrate that students' psychological aspects are considered fundamental factors from the planning stage through the evaluation of student programs. This finding confirms the view of Astuti & Purwani (2023) who argue that student management should not merely focus on data administration and discipline but also emphasize students' holistic development.

The involvement of guidance and counseling teachers from the student admission stage and in determining acceleration class placement indicates that the madrasah has adopted a preventive approach to student management. The use of psychological assessments to measure students' mental readiness, motivational stability, and academic resilience aligns with educational psychology principles emphasizing the importance of congruence between individual characteristics and learning environment demands. This practice reinforces the argument that student placement without considering psychological readiness may lead to academic stress and decreased learning motivation (Schunk & Zimmerman, 2012).

Furthermore, the implementation of continuous guidance and counseling services demonstrates that the role of counseling teachers is not limited to problem resolution but extends to serving as strategic partners in developing

students' potential. This approach is consistent with the comprehensive counseling service paradigm, which emphasizes preventive, developmental, and curative functions in a balanced manner. The use of students' personal journals as a needs assessment instrument also reflects a systematic effort to understand students' psychological conditions individually, as recommended in humanistic psychology and developmental counseling approaches.

The synergy between guidance and counseling teachers and homeroom teachers in mentoring students contributes to strengthening the relatedness dimension within the school environment. Intensive and supportive interpersonal interactions between educators and students foster a psychologically safe climate, which Ryan & Deci (2020) identify as a fundamental condition for the development of intrinsic motivation. Therefore, the implementation of student management at MAN 2 Banyuwangi can be interpreted as a management practice that prioritizes the fulfillment of students' psychological needs comprehensively and contextually.

2. The Role of Psychology-Based Student Management Strategies in Strengthening Students' Learning Motivation and Academic Achievement

The findings indicate that psychology-based student management strategies contribute significantly to strengthening students' learning motivation and academic achievement. This contribution can be analyzed through the Self-Determination Theory (SDT) framework, which emphasizes the fulfillment of autonomy, competence, and relatedness as the foundation of intrinsic motivation (Niemiec & Ryan, 2009; Ryan & Deci, 2020).

From the autonomy perspective, students' involvement in selecting extracurricular activities and participating in self-development programs indicates that they are given opportunities to make choices and express their interests. This practice aligns with the concept of an autonomy-supportive environment, in which students feel a sense of ownership over their learning processes while still adhering to school structures and regulations. Studies byEccles & Wigfield (2020) and Howard et al., (2021) demonstrate that autonomy-supportive learning environments are positively associated with student engagement and academic achievement.

The fulfillment of competence needs is reflected in the provision of academic challenges tailored to students' abilities, particularly in acceleration classes. The mentoring provided by guidance and counseling teachers to students experiencing academic difficulties reflects the madrasah's efforts to maintain a balance between academic demands and individual capacities. Positive reinforcement through academic recognition, including additional report card scores for high-achieving students, can be understood as constructive feedback that enhances students' self-efficacy. These findings are consistent with (Diseth, 2011) and (Zimmerman, 1990) who emphasize that perceived competence and self-belief play essential roles in long-term academic success.

The relatedness dimension is evident in the supportive interpersonal relationships between students, homeroom teachers, and guidance and counseling teachers. Intensive personal mentoring helps students overcome psychological barriers that contribute to incomplete assignments and learning difficulties. This supportive social environment strengthens students' sense of belonging and acceptance, which, according to Self-Determination Theory, represents a critical condition for the development of intrinsic motivation and learning persistence. Therefore, psychology-based student management strategies at MAN 2 Banyuwangi not only enhance learning motivation but also contribute significantly to improving students' academic achievement.

3. Inhibiting Factors in the Implementation of Psychology-Based Student Management

Despite demonstrating relatively progressive implementation, this study identified several inhibiting factors in the implementation of psychology-based student management. The limited number of guidance and counseling teachers compared to the student population represents a structural constraint affecting the intensity and scope of psychological mentoring services. This finding supports previous research indicating that the effectiveness of counseling services is highly dependent on the counselor-to-student ratio (Umar et al., 2023).

The absence of specifically allocated classroom hours for counseling teachers also limits the optimization of classical psychological guidance services. This condition reflects a tension between academic curriculum demands and students' psychological support needs. Educational psychology literature emphasizes that strengthening learning motivation requires structured and continuous interventions rather than incidental efforts (Schunk & Zimmerman, 2012).

External factors, particularly students' family backgrounds, including lack of parental support and non-harmonious family conditions, also present challenges in implementing psychology-based student management. This finding aligns with Ryan & Deci (2020) who emphasize that social support outside the school environment plays a crucial role in fulfilling students' psychological needs. Without adequate family support, school-based psychological interventions often face sustainability limitations.

Therefore, the identified inhibiting factors are not only technical but also structural and contextual. This indicates that the successful implementation of psychology-based student management requires institutional policy support, strengthening of human resources, and synergy between schools and students' families.

D. Conclusion

This study concludes that psychology-based student management at MAN 2 Banyuwangi has been implemented in a planned and integrated manner, involving various educational stakeholders, including the principal, vice principal for student

affairs, guidance and counseling teachers, homeroom teachers, and students. The psychological approach is not only applied in addressing student problems but has also become a foundational element in the planning, implementation, and evaluation of student management programs. As a result, student management is no longer solely oriented toward administrative and academic aspects but also emphasizes students' psychological development.

The implementation of psychology-based student management is reflected in the use of psychological assessments during the student admission process, preventive and developmental guidance and counseling services, personalized mentoring by homeroom teachers, and the strengthening of extracurricular activities aligned with students' interests and talents. The synergy between leadership policies, technical management by the vice principal for student affairs, and professional counseling services demonstrates student management practices that are responsive to students' psychological needs in a comprehensive manner.

Psychology-based student management strategies play a significant role in strengthening students' learning motivation and academic achievement. The fulfillment of students' basic psychological needs (autonomy, competence, and relatedness) is evident in their involvement in decision-making, the provision of academic challenges appropriate to their abilities, the delivery of positive reinforcement, and the establishment of supportive interpersonal relationships between teachers and students. These conditions foster intrinsic motivation, higher levels of learning engagement, and improved academic performance.

However, the implementation of psychology-based student management still faces several challenges, including the limited number of guidance and counseling teachers, high administrative workloads, the absence of specifically allocated time for classroom-based psychological services, and variations in family support. These findings indicate that optimizing psychology-based student management requires strengthening human resources, institutional policy support, and closer collaboration between the madrasah and students' families.

This study has several limitations, as it was conducted in a single research setting using a qualitative approach, making the findings contextual and not widely generalizable. Furthermore, this study did not quantitatively measure students' levels of learning motivation and academic achievement, nor did it examine the long-term impact of psychology-based student management implementation. Therefore, future research is recommended to expand the scope of investigation across diverse educational institutions and employ mixed methods approaches to obtain a more comprehensive understanding of the effectiveness of psychology-based student management. Longitudinal studies are also necessary to examine the sustained impact of implementation and to explore the role of external factors, such as family support, institutional policies, and the availability of human

resources, in supporting the success of psychology-based student management.

References

Ainurrohmah, F., & Handayani, R. (2020). The influence of motivation, learning discipline, teacher competence and parental support on academic achievement of students (study on gama english course sukoharjo). *International Journal of Economics, Business and Accounting Research (IJEBAR)*, *4*(4). DOI: https://doi.org/10.29040/ijebar.v4i04.1537

Astuti, D., & Purwani, P. (2023). Pengaruh Manajemen Kesiswaan Terhadap Kelembagaan Pendidikan Islam. *Innovative: Journal Of Social Science Research*, *3*(2), 15168–15178.

Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.

Development, O. for E. C. and. (2021). Beyond academic learning: First results from the survey of social and emotional skills. *OECD Publishing*. DOI: https://doi.org/10.1787/92a11084-en

Diseth, Å. (2011). Self-efficacy, goal orientations and learning strategies as mediators between preceding and subsequent academic achievement. *Learning and Individual Differences*, *21*(2), 191–195. DOI: https://doi.org/10.1016/j.lindif.2011.01.010

Eccles, J. S., & Wigfield, A. (2020). From expectancy-value theory to situated expectancy-value theory: A developmental, social cognitive, and sociocultural perspective on motivation. *Contemporary Educational Psychology*, *61*, 101859. DOI: https://doi.org/10.1016/j.cedpsych.2020.101859

Gibol, A., & Santoso, M. D. (2024). Management of Extracurricular Activities In Improving Student Achievement At Madrasah Tsanawiyah Bustanul Faizin. *Golden Ratio of Social Science and Education*, *4*(2), 287–292. DOI: https://doi.org/10.52970/grsse.v4i2.405

Harahap, P. M. (2025). Pengaruh motivasi belajar terhadap prestasi akademik siswa sekolah menengah. *Sindoro: Cendikia Pendidikan*, *16*(1), 121–130.

Howard, J. L., Bureau, J., Guay, F., Chong, J. X. Y., & Ryan, R. M. (2021). Student motivation and associated outcomes: A meta-analysis from self-determination theory. *Perspectives on Psychological Science*, *16*(6), 1300–1323. DOI: https://doi.org/10.1177/1745691620966783

Julia, A. N. (2025). Orientasi Baru dalam Pedagogik: Transformasi Paradigma Pendidikan Abad ke-21. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, *10*(04), 220–232.

K Robert, Y. (2018). *Case study research and applications design and methods*. Library of Congress Cataloging-in-Publication Data. DOI: https://doi.org/10.4135/9781506336169

Khalil, M. (2020). MOLAM: A mobile multimodal learning analytics conceptual framework to support student self-regulated learning. *ArXiv Preprint ArXiv:2012.14308*. DOI: https://doi.org/10.48550/arXiv.2012.14308

Lincoln, Y. S. (1985). *Naturalistic inquiry* (Vol. 75). sage. DOI: https://doi.org/10.1016/0147-1767(85)90062-8

Melianti, E. O., Giatman, M., & Ernawati, E. (2023). Pengaruh Manajemen Kesiswaan terhadap Hasil Belajar Siswa. *Journal of Education Research*, *4*(3), 1007–1013. https://doi.org/10.37985/jer.v4i3.329

Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook. 3rd*. Thousand Oaks, CA: Sage.

Nasution, I., Hanum, S. M., Dlt, H. M., Matondang, R. H., Silalahi, M. C., & Fakhita, N. (2024). Peningkatan Prestasi Akademik Melalui Penerapan Manajemen Layanan Bimbingan dan Konseling di Sekolah Madrasah Aliyah Alwasliyah Medan Tembung. *PEMA*, *4*(2), 81–87.

Niemiec, C. P., & Ryan, R. M. (2009). Autonomy, competence, and relatedness in the classroom: Applying self-determination theory to educational practice. *Theory and Research in Education*, *7*(2), 133–144. DOI: https://doi.org/10.1177/1477878509104318

Ök, S., & Sarıtaş, M. T. (2019). *Investigation of academic achievement and self-regulation of students in flipped classroom*. Master Thesis, Balıkesir University, Balıkesir.

Patton, M. Q. (2014). *Qualitative research & evaluation methods: Integrating theory and practice*. Sage publications.

Pérez-González, J.-C., Filella, G., Soldevila, A., Faiad, Y., & Sanchez-Ruiz, M.-J. (2022). Integrating self-regulated learning and individual differences in the prediction of university academic achievement across a three-year-long degree. *Metacognition and Learning*, *17*(3), 1141–1165. DOI: https://doi.org/10.1007/s11409-021-09284-y

Purmasari, I., Rahma, U., & Firmansyah, E. (2025). Pengaruh motivasi belajar terhadap emosional dan prestasi akademik siswa SMP Negeri 1 Uluiwoi. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, *10*(04), 368–377.

Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, *61*, 101860. DOI: https://doi.org/10.4324/9780203831076

Schunk, D. H., & Zimmerman, B. J. (2012). *Motivation and self-regulated learning: Theory, research, and applications*. Routledge. DOI: https://doi.org/10.4324/9780203831076

Umar, A. F. F., Yusuf, A., Amini, A. R., & Alhadi, A. (2023). Pengaruh motivasi belajar terhadap peningkatan prestasi akademik siswa: The Influence of Learning Motivation on Increasing Student Academic Achievement. *Wacana: Jurnal Bahasa, Seni, Dan Pengajaran*, *7*(2), 121–133.

UNESCO, P. (2021). *Reimagining our futures together: A new social contract for education*. Educational and Cultural Organization of the United Nations Paris, France.

Wahyono, I., Fanani, A. A., Usriyah, L., Ramiati, E., & Nawafil, A. D. (2025). Inovasi

Manajemen Kesiswaan Dalam Internalisasi Karakter Siswa: Studi Kualitatif Di Tk Khadijah 65 Genteng Banyuwangi. *AL IHSAN: Jurnal Pendidikan Islam Anak Usia Dini*, *6*(2), 218–229. DOI: hhttps://doi.org/10.36709/alihsan.v6i2.634

Wahyuni, T., & Muslim, A. A. (2022). Pembelajaran Yang Asyik Tanpa Mengusik: Paradigma Baru dalam Pembelajaran Abad 21. *Educatio*, *17*(2), 192–203. DOI: https://doi.org/10.29408/edc.v17i2.5678

Zhao, Z., Ren, P., & Yang, Q. (2024). Student self-management, academic achievement: Exploring the mediating role of self-efficacy and the moderating influence of gender insights from a survey conducted in 3 universities in America. *ArXiv Preprint ArXiv:2404.11029*. DOI: https://doi.org/10.48550/arXiv.2404.11029

Zimmerman, B. J. (1990). Self-regulated learning and academic achievement: An overview. *Educational Psychologist*, *25*(1), 3–17. DOI: https://doi.org/10.1207/s15326985ep2501_2