

## Excellent Classroom Management: Strategies for Improving Academic and Non-Academic Achievement at Islamic Junior High School

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### ABSTRACT

Optimally enhancing student potential requires planned and systematic classroom management. At MTs Negeri 1 Bandar Lampung, there is a challenge to integrate superior class management to be able to boost student achievement comprehensively, both in terms of intellectual and character. This study aims to describe the superior class management strategy in improving academic and non-academic achievement of students at MTs Negeri 1 Bandar Lampung. This study uses a qualitative approach with a case study method. Data were collected through interview techniques, observation, and documentation. Research informants included the principal, vice principal, teachers, and students to gain a comprehensive perspective. The research findings indicate that superior class management is implemented through four main stages: (1) planning a directed learning program, (2) organizing resources according to competencies, (3) implementing innovative learning, and (4) controlling through continuous evaluation and supervision. This implementation has been proven to have a positive impact on improving learning outcomes and competitive achievements (academic), as well as strengthening discipline, self-confidence, and developing student talents and interests (non-academic). This study provides a practical contribution to educational institution managers regarding the importance of systematic special class management as a model for improving graduate quality. In addition, this study strengthens the theory of educational management regarding the effectiveness of organizing resources in the school environment.

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## 1. INTRODUCTION

Education is the primary foundation for developing human resources with integrity, competence, and global competitiveness. In line with Law Number 20 of 2003 concerning the National Education System, the educational process aims to optimize students' spiritual, intellectual, social, and skills potential (Tambun et al., 2020). Amidst the rapid development of science and technology, educational institutions are required

to provide quality learning oriented towards the comprehensive development of student potential (Herak, 2025; Prykhodkina et al., 2025).

Success in improving educational quality depends heavily on a professional management system that optimizes all resources, from teaching staff to infrastructure (Song & Wang, 2026; Sugiarto, 2024). Effective management has been proven to create a conducive learning climate and systematically support the achievement of educational goals (Afriadi & Fitri, 2023). Recent research confirms that well-planned school governance has a significant positive impact on the quality of learning and overall student academic achievement (Erfiyana et al., 2026; Rafiq et al., 2022).

As a form of management innovation, the implementation of superior classes aims to facilitate students with high talent and ability through rigorous selection, an enriched curriculum, and innovative learning strategies (Azkiyani et al., 2020; Tan et al., 2020). The success of this program rests on consistent management functions, including goal planning, resource organization, program implementation, and supervision as a means of continuous evaluation (Mustarsyidah, 2022). The disciplined implementation of these functions is a key factor in ensuring the effectiveness of superior classes in developing students' character and achievement (Hakim, 2021).

The implementation of advanced classes in education has had a positive impact but still faces significant operational challenges (Ulfiana & Al Rosid, 2024; Zulqaidah & Rifa'i, 2025). Key obstacles include limited infrastructure, varying teaching quality, high student workloads, and a suboptimal evaluation system. These conditions indicate that the existence of advanced classes does not automatically guarantee maximum achievement without effective and sustainable management support.

Academic achievement remains a key indicator of the success of the educational process because it reflects students' mastery of the material across the cognitive, affective, and psychomotor domains (Guterman, 2021; Kaya & Ercag, 2023; Moore, 2019; Wong et al., 2024). This achievement is typically expressed in the form of specific grades or symbols as benchmarks for learning mastery (Abuhassna et al., 2020; Terrin & Triventi, 2023). Therefore, improving performance in both academic and non-academic areas is a core goal of developing advanced class programs in educational institutions.

As a concrete example, MTs Negeri 1 Bandar Lampung has demonstrated outstanding performance in fostering student achievement through effective school management. Based on 2024 data, this madrasah has won more than 15 awards at the city, provincial, and national levels, including in the National Science Olympiad and the Madrasah Science Competition. This achievement demonstrates that the synergy between well-managed intracurricular and extracurricular activities can optimize students' overall potential. Preliminary research indicates that MTsN 1 Bandar Lampung has implemented comprehensive excellent school management through collaboration between various parties. The principal involves staff in program planning, while the vice principal for curriculum and student affairs optimizes the division of tasks according to competencies. The support of assistant teachers in providing intensive guidance and the

availability of training facilities have been recognized by students and parents as beneficial in fostering their achievement.

Specifically, management functions, including planning, organizing, implementing, and monitoring, have been implemented effectively at MTsN 1 Bandar Lampung. Systematic planning and clear organization, supported by adequate facilities and regular monitoring, are key supporting factors in improving academic and non-academic achievements. However, in-depth studies examining the direct relationship between comprehensive classroom management and student achievement in this location are still limited.

This research gap calls for further research focusing on the comprehensive implementation of classroom management and its impact on student achievement. This research aims to describe and analyze how the planning, organization, implementation, and supervision of classroom management at MTsN 1 Bandar Lampung contribute to improving academic and non-academic outcomes. This focus distinguishes the current study from previous research, which generally only examines general learning outcomes without examining the management process.

## 2. METHOD

This research employs a qualitative approach with a case study design to gain an in-depth understanding of the implementation of superior classroom management in improving student academic and non-academic achievement. This approach allows researchers to explore phenomena holistically and contextually, reflecting real-world conditions. The primary focus of the research is on the background and specific characteristics of Madrasah Tsanawiyah Negeri 1 Bandar Lampung to capture the overall dynamics of education. As a research procedure that generates descriptive data, this method prioritizes the analysis of the subjects' written and oral statements and observable behaviors. Through this technique, researchers can describe the complex realities within the madrasah environment in detail and systematically. The systematic flow of the approach used in this research is summarized in the visualization of the case study method presented in Figure 1 below.

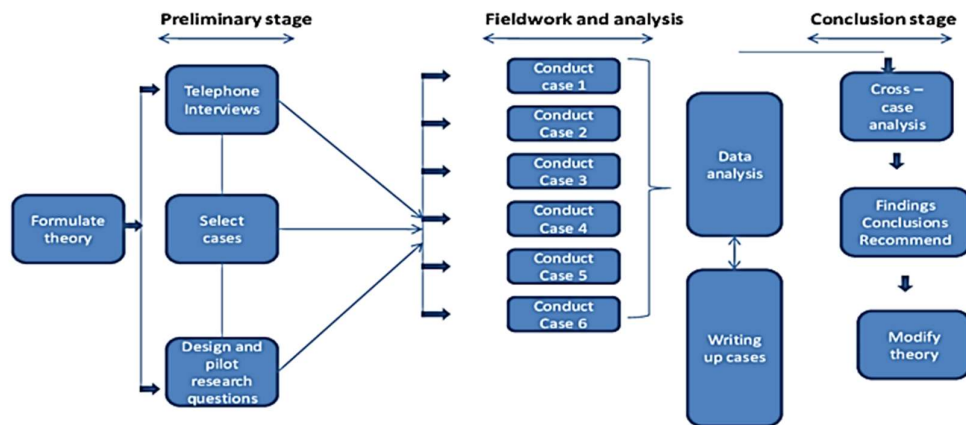


Figure 1. Case Study Method

Participants in this study included the madrasah principal, the deputy head of curriculum, the deputy head of student affairs, teachers, students, and parents. The research data sources were divided into two categories: primary data obtained directly through interviews and observations, and secondary data sourced from documents, archives, activity reports, and school administrative records. In this context, the researcher acted as the primary instrument, directly participating in the planning, data collection, analysis, and reporting of research results, supported by interview guidelines, observation sheets, and documentation instruments.

The data collection process was conducted through in-depth interviews with participants to obtain comprehensive information regarding the planning, organization, implementation, and supervision functions of the superior classes. Furthermore, the researchers conducted participant observation by directly engaging in school activities to capture the dynamics in the field. Documentation techniques were also applied through the collection of written data, activity photographs, school archives, and student achievement reports to strengthen the research database.

The collected data were then analyzed qualitatively through several systematic stages, beginning with data reduction to focus on relevant information. Next, the data were presented in the form of structured narrative descriptions to facilitate understanding of emerging patterns. The final stage of this process was the systematic drawing of conclusions based on the research findings in the field, thus accurately answering the stated research questions.

To ensure data validity, this study employed source triangulation techniques by comparing information obtained from different participants. Furthermore, technical triangulation was utilized by cross-checking the results of interviews, observations, and collected documentation. The implementation of these validity testing procedures aimed to ensure that the data had a high level of credibility and reliability, ensuring that the research results could be scientifically justified.

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

#### **Results**

##### **Planning for Excellence Classes**

The results of the study, planning for the excellence class program at MTsN 1 Bandar Lampung were carried out systematically through coordination meetings between school leaders and teachers, analysis of student needs, and academic and non-academic selection. Planning began with setting program objectives in line with the madrasah's vision and mission, followed by mapping students' abilities, interests, and talents through report card scores, selection tests, and teacher observations. This student-needs-based planning enables the madrasah to develop targeted enrichment programs, additional class hours, and achievement coaching. This has a positive impact on improving learning outcomes and student readiness to participate in various competitions.

*Researcher: "Could you explain the initial steps taken by the madrasah in designing the superior class program at MTsN 1 Bandar Lampung?"*

*Informant: "We conducted our planning systematically and participatoryly. The initial step began with a coordination meeting between the madrasah leadership and the teaching staff. In this meeting, we aligned the program's objectives with the madrasah's vision and mission. We don't want this program to stand alone, but rather to spearhead the madrasah's goal of becoming a high-achieving institution."*

*Researcher: "How does the madrasah determine which students will be admitted to this program to ensure it reaches the right target audience?"*

*Informant: "We conducted a student needs analysis through a rigorous selection process, encompassing both academic and non-academic aspects. The selection criteria included accumulated report card grades, entrance exam results, and observations of behavior and potential by teachers. This mapping is crucial so we can develop enrichment programs, increase class hours, and develop achievement coaching strategies that truly align with their interests and talents."*

*Researcher: "Besides academic aspects in the classroom, what about planning for talent development or non-academic areas?"*

*Informant: "Our planning encompasses comprehensive aspects. For non-academic areas, we establish excellent extracurricular programs. We develop a regular training schedule and, most importantly, appoint competent trainers in their fields. We want to ensure that students are not only strong in theory but also have a professional platform to hone their talents."*

*Researcher: "What about the facilities and budget support to support these grand plans?"*

*Informant: "Of course, the plan will not be successful without the support of facilities. We have conducted a thorough inventory of infrastructure needs. Based on this data, we allocate the budget in a planned and measured manner. So, the focus of our planning at MTsN 1 Bandar Lampung is a balance between academic quality, character development, and students' non-academic achievements through adequate facilities."*

In addition, talent and interest development planning is carried out through the establishment of excellent extracurricular programs, the preparation of training schedules, and the appointment of competent coaches. The madrasah also plans to provide facilities and infrastructure through inventorying facilities and allocating budgets in a planned manner. Thus, the planning of flagship classes at MTsN 1 Bandar Lampung not only focuses on academic aspects but also supports the character development and non-academic achievements of students.

### **Organization of Excellence Classes**

The organization of excellence classes at MTsN 1 Bandar Lampung is carried out through the establishment of a program management structure, the division of tasks based on competencies, and the grouping of students according to their potential. The

principal acts as the main person in charge, the vice principal as the coordinator, while teachers and counselors act as implementers of the learning program and achievement coaching. The clear division of tasks encourages effective cooperation between educators and educational staff. Teachers are responsible for developing enrichment learning tools, while extracurricular coaches focus on coaching non-academic achievements. Homeroom teachers play a role in monitoring student development and communicating with parents on a regular basis. Students are grouped based on selection results and potential mapping, so that each student receives guidance according to their abilities. This placement is evaluated periodically to adjust to student development. These findings show that structured organization can create good coordination and avoid overlapping tasks, so that the advanced class program can run effectively and sustainably.

*Researcher: "After the planning stage is complete, how do you organize the division of tasks and work structure so that this superior class program runs smoothly?"*

*Informant: "The key is establishing a clear program management structure. At MTsN 1 Bandar Lampung, we establish a clear chain of command and coordination. As the Principal, I act as the primary person in charge, while the Deputy Principal serves as the field coordinator. We ensure there is no overlapping of roles so that each department knows exactly what to do."*

*Researcher: "What about the placement of teaching and administrative staff within this structure?"*

*Informant: "We implement a competency-based division of tasks. Teachers and counselors are selected based on their expertise to implement the learning program and coach achievement. Subject teachers are fully responsible for developing enrichment learning materials, while extracurricular coaches focus on developing non-academic talents. We believe that placing the right person in the right position will foster much more effective collaboration."*

*Researcher: "So, what is the specific role of the homeroom teacher in organizing this superior class?"*

*Informant: "Homeroom teachers play a central role as information bridges. They are tasked with intensively monitoring students' daily progress and communicating regularly with parents. So, if a student encounters any challenges, the homeroom teacher can immediately identify and coordinate with the madrasah and their families."*

*Researcher: "Regarding student grouping, how is the process of placing them in this superior class carried out?"*

*Informant: "Students are grouped based on the results of a previous selection and potential mapping. With this homogenous grouping based on abilities and interests, teachers can provide much more specific guidance. However, this placement is not permanent; we conduct periodic evaluations to adjust to the students' progressive development."*

*Researcher: "Does this systematic organizational structure have a direct impact on the sustainability of the program?"*

*Informant: "It has a significant impact. With a structured organization, coordination between levels is healthier and the risk of overlapping tasks is avoided. This*

*ensures that our superior class program can run effectively, stably, and sustainably in the long term."*

### **Implementation of Excellence Classes**

The implementation of the excellence class program at MTsN 1 Bandar Lampung is the implementation stage of the planning and organization that has been prepared. Teachers conduct learning using enrichment methods, high-level exercises, active learning, and intensive guidance. Learning activities are directed at deepening material and strengthening students' critical thinking skills. Academic achievement coaching is carried out through additional classes, tryouts, competition simulations, and special assistance for students who will participate in competitions. Meanwhile, non-academic coaching is carried out through scheduled and targeted extracurricular activities, such as sports, arts, and religion. The implementation of learning is also supported by the optimal use of facilities and infrastructure through a scheduling system and facility maintenance. This consistent and focused implementation has resulted in increased learning motivation, discipline, and confidence among students. However, in practice, there are still obstacles, such as limited learning time, student fatigue due to busy schedules, and differences in individual abilities. These obstacles are overcome through schedule adjustments, additional mentoring, and intensive communication between teachers, students, and parents.

*Researcher: "Could you please describe the actual implementation of learning in the excellence class at MTsN 1 Bandar Lampung?"*

*Informant: "The implementation in the field is the realization of thorough planning. We apply enrichment learning methods, provide high-level practice questions (HOTS), and an active learning approach. Our main focus is not simply completing the curriculum but rather deepening the material and strengthening students' critical thinking skills through intensive guidance."*

*Researcher: "What technical guidance is used to prepare students for various competitions?"*

*Informant: "For academic achievement, we provide extra hours, regularly conduct tryouts, and even simulate competitions. We also provide special mentoring for students who are advancing to competitions. Meanwhile, for non-academic activities, coaching is provided through scheduled and measurable extracurricular activities, including sports, arts, and religious studies. All of this is supported by the optimal use of school facilities, which we organize through a scheduling system."*

*Researcher: "What significant impacts have you observed in students after consistently participating in this program?"*

*Informant: "The most prominent changes are increased motivation to learn, discipline, and self-confidence. Students in advanced classes tend to be better prepared to face academic challenges because they are accustomed to a focused and directed learning rhythm."*

*Researcher: "Of course, in practice, it's not always smooth sailing. What challenges often arise during the program's implementation?"*

*Informant: "There are indeed several challenges, such as perceived limited study time for the dense material. Furthermore, we often encounter student fatigue due to the*

*very busy schedule, as well as differences in learning speeds among individuals in the class."*

*Researcher: "So, what steps does the madrasah take to address these challenges?"*

*Informant: "We don't sit idly by. We flexibly adjust the schedule if the student's workload becomes too heavy. We also provide additional support for students who are falling behind. Most importantly, we build intensive communication between teachers, students, and parents to foster a shared understanding of how to support the child's psychological well-being."*

### **Control and Evaluation of Excellence Classes**

Control and evaluation of the excellence class program at MTsN 1 Bandar Lampung is carried out continuously through learning supervision, learning outcome analysis, and regular evaluation meetings. The head of the madrasah and program coordinator conduct direct monitoring of classes, check learning tools, and supervise enrichment and extracurricular activities. Academic evaluation is carried out through daily tests, enrichment tests, tryouts, and report card analysis. Meanwhile, non-academic evaluation is carried out through attitude observation, extracurricular activity reports, and achievement documentation. The evaluation results are discussed in coordination meetings to determine follow-up actions in the form of remedial programs, further enrichment, and increased coaching intensity.

In addition, the madrasah consistently develops programs by improving teacher competence, collaborating with external parties, and refining the enrichment curriculum. Parental involvement is also an important part of program control through regular meetings and student progress reports. With systematic and data-based control, the quality of the flagship class can be continuously improved.

*Researcher: "How does the madrasah ensure that all the superior class programs are implemented according to established standards?"*

*Informant: "We conduct continuous monitoring and control. As the Principal, I, along with the program coordinator, directly supervise learning. We go into classrooms to monitor the teaching and learning process, check the readiness of teachers' learning materials, and ensure that enrichment and extracurricular activities are running according to schedule and according to the desired targets."*

*Researcher: "Regarding the evaluation of student learning outcomes, what indicators are used to measure their academic success?"*

*Informant: "For academic aspects, evaluation is carried out in layers. We don't just rely on report card scores, but also monitor the results of daily tests, special enrichment tests, and routine tryout results. We then analyze this data to see in-depth trends in each student's development."*

*Researcher: "What about evaluations for non-academic areas and student character development?"*

*Informant: "Non-academic aspects remain a priority. We conduct evaluations through daily behavioral observations, regular reports from extracurricular instructors, and documentation of achievements. We want to ensure that students not only excel intellectually but also possess integrity and honed talents."*

*Researcher: "After the evaluation data is collected, what steps does the madrasah take next?"*

*Informant: "All evaluation results are discussed in regular coordination meetings. There, we analyze emerging problems and determine concrete follow-up actions. If any students are lacking, we prepare remedial programs. Conversely, for those who have exceeded their targets, we provide further enrichment or increase the intensity of coaching, so they are ready to face higher competition."*

*Researcher: "So, you could say this control process forms the basis for future program improvements?"*

*Informant: "Exactly. Without strict control and evaluation, we wouldn't know what areas need improvement. This is what maintains the quality of the flagship classes at MTsN 1 Bandar Lampung, ensuring they remain competitive and adaptable to student needs."*

## Discussion

The research results show that the management of the superior class at MTsN 1 Bandar Lampung has been systematically implemented through the stages of planning, organizing, implementing, and monitoring and evaluation. These four management functions are interconnected and play a crucial role in improving student academic and non-academic achievement. Strong synergy between these stages ensures the program runs in line with the quality targets set by the madrasah.

The planning stage in managing superior classes in Madrasas is carried out through a comprehensive analysis of student needs, including in-depth mapping of cognitive aspects, interests, and talents. The student selection process, enrichment curriculum development, and achievement coaching design are implemented in a focused and data-driven manner (data-driven decision-making). In line with [Ahmad's \(2024\)](#) and [Firdaus et al.'s \(2025\)](#) perspective, thorough and comprehensive planning is a crucial foundation for the continued success of the superior class program in the future.

From an organizational perspective, the division of tasks and responsibilities is rigidly regulated based on the pedagogical and managerial competencies of teaching and administrative staff. A governance structure involving the madrasah principal, vice principal, teachers, counselors, and homeroom teachers fosters effective coordination across all levels of the organization. This aligns with the principle of division of labor in classical management theory, where clarity of everyone's role is key to supporting a competitive learning ecosystem in the madrasah environment ([Dahlgard-Park et al., 2018](#); [Kumar, 2017](#)).

This integration of strategic planning and a solid organizational structure creates synergy in achieving academic and non-academic achievement targets. Previous studies have shown that synchronizing student potential mapping with appropriate human resource placement can improve the efficiency of specialized programs in educational institutions ([Permatasari & Tandiyuk, 2023](#); [Riinawati & Noor, 2024](#)). Therefore, implementing management at this early stage is not merely an administrative routine, but rather a strategic effort to ensure superior and sustainable educational outcomes.

Furthermore, grouping students based on individual potential is a strategic step in supporting the optimization of achievement development. Through structured

organization, the mentoring process can be more personalized and specific, tailored to each student's ability level. This organizational pattern has been proven to minimize overlapping roles and maximize human resource potential in achieving predetermined achievement targets. This aligns with the principle of talent management, which emphasizes that the placement of subjects according to their competencies is key to the effectiveness of educational organizations (Al Aina & Atan, 2020; Kwon & Jang, 2022).

The implementation of the superior class at MTsN 1 Bandar Lampung is realized through enrichment learning methods, intensive mentoring, competitive training, and the development of scheduled extracurricular activities. The application of active learning methods and high-level training has been proven to significantly increase student motivation, discipline, and self-confidence (Harris & Bacon, 2019; Novianti et al., 2022). This approach ensures that students not only master the material theoretically but also develop a resilient mentality to face various academic challenges at a broader level.

Although in practice there are obstacles such as time constraints and variations in individual abilities, the madrasah can overcome these through adaptive strategies. Flexible scheduling and additional support are effective solutions for bridging differences in learning speed among students. This step is crucial to ensure that all students in the advanced classes remain on track to achieve their targets without feeling unduly burdened. This mitigation strategy reflects the application of the principle of differentiated instruction, which is essential for managing heterogeneous classes in a competitive environment.

During the monitoring and evaluation phase, the madrasah conducts routine supervision, analysis of learning outcomes, and regular evaluation meetings to ensure the ongoing quality of the program. The evaluation is comprehensive, encompassing both academic and non-academic aspects, which are then followed up through remedial programs, further enrichment programs, and increased coaching intensity. The active involvement of parents in this process also strengthens the effectiveness of program controls, creating a harmonious synergy between the school and home environments as an ecosystem supporting student success.

Overall, the implementation of George R. Terry's management functions, including Planning, Organizing, Actuating, and Controlling (POAC) at MTsN 1 Bandar Lampung has been optimal and has contributed significantly to improving student achievement (Basin & Warta, 2026; Dewi & Sahal, 2025). This study confirms that the integration of thorough planning, clear organization, consistent implementation, and systematic oversight is key to the success of the flagship class program. This success underscores the urgency of professional governance in producing a competitive and high-achieving generation in the modern education era.

#### **4. CONCLUSION**

This study concludes that the implementation of superior class management at MTs Negeri 1 Bandar Lampung has been running optimally through the systematic integration of planning, organizing, implementing, and supervising functions, thus

facilitating the comprehensive development of student potential. The success of this governance has a significant impact on improving the quality of learning outcomes and competitive achievements in the academic aspect, while strengthening student character through increased discipline, self-confidence, and optimizing talents in non-academic aspects. Theoretically and practically, these findings confirm that professional and structured school resource management is the main key in improving the quality of graduates, while validating this special class model as a strategic reference for other educational institutions in producing a competitive and characterful generation.

It is recommended that madrasahs continue to maintain and develop their excellent classroom management systems in a sustainable manner by improving the quality of planning, strengthening coordination between madrasah elements, and optimizing learning support facilities and infrastructure. Teachers and mentors are expected to continue to improve their professional competence in guiding students according to their individual potential and characteristics. In addition, it is necessary to innovate learning and achievement guidance programs so that they remain relevant to the times. For future researchers, it is recommended to study the effectiveness of the excellent class program in greater depth using different approaches and methods, thereby enriching scientific studies related to education management in madrasahs.

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