



Teacher Strategic Management in Improving Student Learning Motivation in Madrasah Aliyah

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Abstract: Teacher Strategic Management in Improving Student Learning Motivation in Madrasah Aliyah

Objective: This study aims to understand the strategies used by teachers to improve student motivation at Madrasah Aliyah Swasta EX-PGA Proyek Univa Medan. **Method:** This study used a qualitative-descriptive method, with data collected through observation, interviews, and documentation and analyzed through a reduction process. **Results:** Teachers' Various management strategies in the teaching process can have a positive effect and produce good student results, especially at the Madrasah Aliyah level. This makes students more enthusiastic about learning, able to concentrate and perform satisfactorily. **Conclusion:** Teaching strategy management at the EX-PGA Private Senior High School, Univa Medan Project, enhances student learning motivation through the Problem-Based Learning (PBL) approach, with proper planning that encourages active participation, focus, and learning outcomes while considering individual student characteristics. **Contribution:** This study provides insights into the role of teachers' strategic management in enhancing students' learning motivation and recommends implementing innovative approaches, such as Problem-Based Learning, to improve educational quality.

Keyword: Management; Teacher Strategy; Student Learning Motivation; Madrasah Aliyah

Abstrak: Manajemen Strategi Guru Dalam Meningkatkan Motivasi Belajar Siswa di Madrasah Aliyah

Tujuan: Penelitian ini bertujuan untuk memahami pengelolaan strategi guru yang digunakan untuk meningkatkan motivasi belajar siswa di Madrasah Aliyah Swasta EX-PGA Proyek Univa Medan. **Metode:** Metode penelitian menggunakan kualitatif-deskriptif, data dikumpulkan melalui observasi, wawancara, dan dokumentasi, analisis data melalui proses reduksi. **Hasil:** Berbagai strategi manajemen yang digunakan oleh guru dalam proses pengajaran dapat memberikan efek positif dan hasil yang baik bagi siswa khususnya ditingkat Madrasah Aliyah. Hal ini membuat siswa lebih bersemangat dalam belajar, dapat berkonsentrasi, dan menunjukkan prestasi siswa yang memuaskan. **Kesimpulan:** Manajemen strategi pengajaran di Madrasah Aliyah Swasta EX-PGA Proyek Univa Medan meningkatkan motivasi belajar siswa melalui pendekatan Problem-Based Learning (PBL), dengan perencanaan yang baik yang mendorong partisipasi aktif, fokus, dan hasil belajar, serta memperhatikan ciri-ciri individu siswa. **Kontribusi:** Penelitian ini menyajikan informasi mengenai peran manajemen strategi guru dalam meningkatkan motivasi belajar siswa, serta merekomendasikan penerapan pendekatan inovatif seperti Pembelajaran Berbasis Masalah untuk meningkatkan mutu pendidikan.

Kata Kunci: Manajemen; Strategi Guru; Motivasi Belajar Siswa; Madrasah Aliyah

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A. INTRODUCTION

Education in Islam plays a fundamental role in shaping virtuous, knowledgeable individuals who contribute positively to society. As stated in the Qur'an, Surah Al-Mujadalah, verse 11: *"Allah will raise those who have believed among you and those who have been given knowledge, by degrees."* This verse emphasizes the importance of knowledge and education as a pathway to honour. In this context, Islamic education management is focused on academic achievement, the formation of Islamic character and the spiritual development of students. In line with this vision, the Republic of Indonesia's Law No. 20 of 2003 on the National Education System emphasizes that education is a conscious and planned effort to create a learning environment and process that enables students to develop their potential actively. In this context, Islamic education management plays a vital role in integrating religious values with national educational goals, ensuring that every educational effort is directed toward character-building and holistic intelligence (Tafonao et al., 2024).

Teacher strategy management plays a crucial role in enhancing student motivation to learn. Learning motivation is a psychological drive that is essential in determining the success of the learning process. From an Islamic education perspective, this motivation is driven not only by worldly desires but also by the awareness of the importance of knowledge as a provision for this life and the Hereafter. Motivated students will show interest, perseverance, and active participation, significantly influencing their academic achievements and personal development (Bureau et al., 2022). High intelligence is not optimal without strong motivational support (Maryati et al., 2024). Therefore, fostering and maintaining learning motivation is a primary task for every educator (Charo, 2025; Wardani et al., 2020; Radil et al., 2023).

In the education system, teachers are motivators, facilitators, and architects of learning strategies (Khan et al., 2024). They are responsible for transferring knowledge and inspiring and igniting the students' enthusiasm for learning (Kalyar et al., 2018). The teaching strategy management implemented by teachers becomes a crucial aspect of optimizing existing resources and ensuring the achievement of educational goals. Teachers must be able to plan, organize, direct, and control the entire learning process to be effective and efficient (Haris et al., 2024; Jainiyah et al., 2023). This role demands that teachers possess strong managerial and pedagogical competencies.

Various innovative teaching methods have been designed to enhance student motivation and engagement. One approach increasingly used is Problem-Based Learning (PBL) and Project-Based Learning (PjBL), where students are presented with real-world problems or projects that encourage them to think critically, collaborate, and actively seek solutions. These methods have proven effective in creating a dynamic and relevant learning environment, motivating students and helping them focus better (Dhamayanti, 2022). Additionally, engaging learning media, such as interactive presentations, can boost student enthusiasm (Mayasari et al., 2021).

The success of teaching strategies heavily depends on the teacher's ability to adapt to students' characteristics and individual needs. Students have different learning styles, interests, and backgrounds, so a personalized and flexible approach is essential (Castro et al., 2024). Teachers must observe, provide timely guidance, and create a supportive learning environment. Emotional approaches, such as building comfortable relationships and giving students the freedom to ask questions or share ideas, are also crucial in improving motivation and creating a positive learning atmosphere (Liu et al., 2025; Ryan & Deci, 2017).

Previous studies have explored the teaching strategies employed by teachers to boost student motivation. Research by Amri & Bahri (2016) showed that combining lecture methods with voice intonation techniques and humour can increase motivation among SMAN 1 Tikke Raya students. This study emphasized the importance of variation in lesson delivery to prevent students from becoming bored and disengaged. Furthermore, Sheilawati & Hasanah (2022) found that discussion methods and assignments can create a more conducive classroom

environment, motivating students to learn more. A study by [Maryati et al. \(2024\)](#) also highlighted the role of teacher performance in boosting student motivation, stressing that mastery of the material, effective classroom management, and rewards are key factors in maintaining and enhancing learning motivation ([Dewi, 2024](#)).

However, limited research specifically examines comprehensive teacher strategy management in the context of teaching that can truly enhance student motivation effectively and holistically ([Hamdana & Donna, 2024](#)). Additionally, no studies have integrated planning, implementation, supervision, and evaluation of teaching strategies employed by teachers to boost student motivation. This gap indicates the need for more in-depth and systematic research on teacher strategy management that can adjust to students' characteristics and real conditions in the classroom.

This study aims to analyze and reveal the teaching strategies implemented by teachers to improve student motivation at Madrasah Aliyah Swasta EX-PGA Proyek UNIVA Medan. This study seeks to understand how teachers plan, organize, implement, supervise, and assess various teaching methods that can enhance student enthusiasm and interest in learning. Therefore, this study is expected to provide a comprehensive understanding of effective teaching strategy management by teachers and positively impact student motivation as a key factor in achieving educational success.

B. METHOD

This study uses a descriptive qualitative design aimed at systematically and accurately depicting teachers' implementation of strategy management to enhance student motivation. This approach was chosen to obtain in-depth and detailed data regarding the phenomena observed in the field through direct observation and interviews.

The research was conducted at Madrasah Aliyah Swasta EX-PGA Proyek Univa Medan in 2025. This location was selected because it is one of the educational institutions that applies various innovative teaching strategies. The research subjects include teachers and the school principal who are actively involved in planning and implementing the learning process and managing student motivation, providing a comprehensive overview of the strategies employed.

The data collection methods used in this study combine observation, interviews, and documentation techniques. Observation was conducted to monitor the learning process in the classroom directly. In-depth interviews were held with teachers and the school principal to gather their perspectives and experiences on the management strategies. Documentation, including recordings of important documents and field notes, complemented the data and strengthened the analysis. Data analysis was carried out in stages, with data reduction to simplify and filter relevant information. Subsequently, the data was organized and presented systematically to ensure clarity. Data selection was made to ensure accuracy.

C. RESULTS AND DISCUSSION

Result

Based on the interviews conducted at Madrasah Aliyah Swasta EX-PGA Proyek Univa Medan, it was revealed that the teachers at the school are deeply committed to the importance of planning as a fundamental foundation in motivating students to develop a strong enthusiasm for learning. The teachers do not merely prepare teaching materials formally but also actively observe and consider the individual conditions of each student. For instance, when a student faces learning difficulties or personal problems, the teacher will seek a deeper learning approach, such as deep learning, to help overcome these obstacles. In response to the reality that today's students often get bored quickly during lessons, teachers apply a more relaxed and enjoyable learning style to make the classroom environment more conducive ([Tran & Bui, 2024](#)), helping students stay focused and enthusiastic about receiving the lesson content. Sup-

pose this relaxed approach does not prove effective in capturing students' attention. In that case, the teacher then optimizes the use of learning media, such as PowerPoint presentations, structured with slides and key points to make the material delivery more engaging and easier for students to understand.

Additionally, teachers develop specific learning strategies based on students' needs to motivate and increase their learning involvement. One strategy implemented is the grouping of learning methods and the application of Problem-Based Learning (PBL). In the PBL method, students are given problems relevant to real-world situations and encouraged to engage in the learning process actively. Teachers ensure that all students participate fully, providing intensive supervision and monitoring of learning activities in the classroom. Although traditional methods such as lectures, writing, and assigning tasks are still used occasionally, teachers acknowledge that these methods are less effective in sparking students' motivation to learn. As a result, they have started to expand the use of PBL, which requires students to work in groups to analyze problems and find the best solutions. In addition to PBL, teachers apply Project-Based Learning (PjBL), which places students in project-based learning situations where the final output is tangible, such as theoretical applications, programs, policies, or other physical products. Both methods prioritize active student involvement and allow them to apply the knowledge and skills they have gained in real-world contexts.

Moreover, interviews with other teachers reinforced the finding that teachers prepare thoroughly before each lesson. One of the focal points is the attendance process, which ensures that students are present and prepared for the lesson by bringing the necessary textbooks. Teachers issue warnings if a student fails to bring their book, and if the violation persists, more serious sanctions are applied to foster discipline and responsibility in learning. In addition to administrative matters, teachers implement initial motivation strategies involving ice-breaking activities to ease the atmosphere and boost students' enthusiasm for learning, especially those facing personal issues or stress. These ice-breaking activities not only help create a more relaxed and enjoyable learning environment but also serve as a motivational tool to highlight the importance of education and the achievement of success as inspiration for students to study harder.

Teachers develop careful learning strategies to enhance student comfort and enthusiasm during lessons by considering each student's abilities and psychological conditions. They conduct sharing and question-and-answer sessions designed outside of the core material so that the classroom atmosphere is not monotonous and students do not easily become bored. Additionally, teachers allow students to choose learning methods that best suit their learning styles, ensuring that students feel comfortable and motivated. Emotional approaches play a crucial role in teaching strategies, where teachers make an effort to connect personally with each student, offering guidance that students are free to share information or ask questions anytime, fostering a comfortable relationship that supports an effective learning process (Alrabai & Algazzaz, 2025; Guo et al., 2025). Teachers do not solely rely on the material but also link lessons to current news and related events, allowing students to see the real-world connections between what they are learning and their external environment.

Despite applying various strategies and approaches, teachers still face challenges, especially concerning students' low reading literacy levels, which hinder optimal comprehension of the lesson material. To address this, teachers offer incentives or rewards to appreciate students who improve their efforts and academic achievements. This motivation strategy, through rewards, aims to increase student interest in learning and create a more positive learning atmosphere.

Interviews with the school principal also provided valuable insight into the school's management and supervision of learning. The principal emphasized the importance of structured and systematic lesson planning through preparing Lesson Plans (RPP), which all teachers must create before starting each lesson. These RPPs include basic competencies and syllabi

that all subjects must meet. Additionally, the principal conducts routine supervision and mentoring sessions to monitor and ensure that classroom learning is carried out according to the established standards. Through this supervision, the principal can directly observe the methods used by teachers and determine if students are comprehending the material effectively. Several innovative strategies implemented by teachers have shown positive results, including conducting class outings to important institutions like the Central Statistics Agency (BPS), the Meteorological, Climatological, and Geophysical Agency (BMKG), and science laboratories to enrich students' learning experiences outside the classroom. Almost all teachers at this school demonstrate a high commitment to designing and executing teaching strategies that have a positive impact. Despite challenges like curriculum changes that are not very significant, teachers have been able to adapt quickly and adjust their teaching strategies to improve student motivation continuously.

What can be taken from the series of interviews is that the management strategies implemented by teachers reflect their ability to design, organize, implement, supervise, evaluate, and control the entire learning process to achieve long-term educational goals. This process also involves careful observation of classroom dynamics, teaching approaches that meet student needs, timely guidance, and regular evaluation of learning outcomes to ensure the effectiveness of teaching efforts. With their dual role as motivators and facilitators, teachers serve as knowledge transmitters and as managers of the holistic learning process, helping to create a conducive learning environment, support skill development, and optimally and sustainably build student motivation and academic achievement.

Discussion

Learning strategies are an essential component that becomes the primary focus of educators during the teaching process because the strategies used in the classroom significantly affect learning success. In Islamic education management, learning strategies emphasize enhancing students' spiritual potential and forming Islamic character (noble morals) (Ismail et al., 2013). Skilled teachers typically employ cooperative and interactive teaching methods in delivering strategies because they encourage students to participate in the learning process rather than listen actively. This approach aligns with the principles of *tarbiyah* (holistic education) and *ta'lim* (teaching) in Islam, emphasizing active participation and values internalization. According to Baron, cited in the study by (Ummah et al., 2021), a strategy can be defined as the ability to manage and manoeuvre situations, which does not always have to be a complete innovation but can also be a combination or variation of existing methods. In Islamic education, teachers strive to vary teaching techniques to create an engaging classroom environment that supports learning and instils Islamic principles (Paturachman et al., 2024).

Various approaches to learning strategies have been developed to meet the diverse needs of students. In general, learning strategies can include individual or group approaches, depending on the objectives and characteristics of the students (Kizilcec et al., 2017). During the planning phase of learning, teachers must prepare detailed plans to achieve optimal learning outcomes. One popular model is the REACT model, which includes five strategies: 1) Realizing (linking learning to real-life experiences), 2) Experiencing (involving discovery and creation by students), 3) Applying (applying knowledge in real-world contexts), 4) Cooperating (learning through communication and teamwork), and 5) Transferring (applying knowledge in various situations).

The identification of four essential elements in learning strategies by Ika Setiawati, as cited by (Tanjung et al., 2021), also emphasizes the importance of (a) identifying specific changes in students' behaviour and character that are the focus of learning, (b) selecting the most effective methods to achieve these goals, (c) formulating efficient learning procedures, methods, and techniques, and (d) establishing success criteria as a guide for assessing learning outcomes, which then serve as feedback to improve the overall learning process. In the context

of Islamic education, these changes in behaviour and personality explicitly include the enhancement of moral character, faith, and piety (Laeheem, 2018). This holistic approach is crucial to ensure that the plans used are not only theoretical but also effectively implemented in practice and lead to tangible impacts on the quality of learning based on Islamic values.

The principles of effective learning require teachers to master four key aspects: planning, implementation, evaluation, and adjustment of learning according to students' needs. Naniek Kusumawati and Endang Sri Maruti, cited by (Mayasari et al., 2021), state that the success of learning greatly depends on (1) the specification of expected behavioural changes, (2) the selection of appropriate teaching approaches, (3) the establishment of effective teaching procedures and techniques, and (4) the application of clear success criteria as benchmarks for achieving objectives. In this context, the quality of teaching is crucial, especially regarding how well teachers create a comfortable classroom environment, deliver content according to curriculum standards and Lesson Plans (RPP), and adapt learning media or resources that support the learning objectives. As facilitators, teachers are essential in shaping a positive learning environment that enhances student motivation and learning outcomes (Cahyono, 2025). This environment should reflect Islamic values such as mutual respect, honesty, and a passion for seeking knowledge. Implementing teaching methods supported by appropriate teaching tools can enhance students' understanding of concepts and practical skills.

In practice, teachers often face various obstacles that can hinder the effectiveness of the learning process (Rasheed et al., 2020). One of the main challenges comes from outside the school, such as the lack of support from students' families. The disengagement of parents from their children's education can lead students to feel less motivated and lack a sense of responsibility for their learning. From an Islamic perspective, education is a shared responsibility involving the family, school, and community. Therefore, teachers need to involve families in the teaching process. By establishing effective communication and collaborating with parents, teachers can provide the guidance and support students need to understand their rights and responsibilities as learners. Involving family members helps create a more supportive learning atmosphere. It enhances student motivation to learn, in line with the principles of *ukhuwah* (brotherhood) and *ta'awun* (cooperation) in education (Khofifah et al., 2022).

A flexible learning approach must be applied to meet each student's unique needs and circumstances. Every learner has different backgrounds, interests, and learning styles, so educators must design engaging and non-boring learning experiences. This aligns with the Self-determination Theory proposed by Deci and Ryan, which emphasizes that students' intrinsic motivation can be enhanced through a supportive learning environment and teaching that aligns with their needs (Ryan & Deci, 2017). In addition to internal strategies in the classroom, teachers' professional development is also a key factor in the success of learning strategies. Training and developing teachers' competencies are essential for enriching teaching techniques and implementing innovative strategies aligned with current educational developments (Darling-Hammond et al., 2017). In the context of Islamic education, teachers' professional development should also include enhancing Islamic understanding and integrating Islamic values into all aspects of teaching.

To provide effective learning, teachers face dual responsibilities: managing content and acting as facilitators who inspire and motivate students holistically. Teachers are responsible for providing information and creating an environment that fosters social, emotional, and spiritual growth within their community. Therefore, well-designed and consistently applied learning strategies will create a productive and enjoyable learning environment. This, in turn, will enhance academic achievement and the sustainable development of students' character (Bransford et al., 2000). It is essential for all parties involved in education, including teachers, parents, and educational institutions, to collaborate in building a supportive learning ecosystem based on Islamic principles and educational goals in Indonesia.

D. RESEARCH IMPLICATIONS AND CONTRIBUTIONS

1. Research Implications

This study is important for educational practices at Madrasah Aliyah and similar educational institutions. Teachers must develop and implement strategic learning management that prioritizes active student involvement through innovative approaches such as Problem-Based Learning (PBL). Tailored teaching strategies will enhance motivation and learning outcomes by gaining a deeper understanding of students' characteristics. Furthermore, school principals and policymakers can use these findings as a foundation to support teacher professional development programs, thus improving the overall quality of education.

2. Research Contribution

The significance of the learning strategy management implemented by teachers in boosting student enthusiasm for learning is highlighted through the contributions of this research. The findings emphasize the importance of adopting new approaches like Problem-Based Learning (PBL), which can increase student participation and improve academic results. Therefore, this study contributes to the theoretical understanding of Islamic education and provides practical guidance for educators in designing more efficient learning strategies that align with the context of Islamic education, ultimately improving the quality of education in Islamic institutions.

E. RECOMMENDATIONS FOR FUTURE RESEARCH DIRECTIONS

Future research should explore applying other learning strategy management models beyond Problem-Based Learning (PBL) to assess their effectiveness in motivating students at Madrasah Aliyah. Future studies could also expand the subject pool by including students as participants to gain direct insights into their experiences and motivations. Additionally, further research could investigate the influence of technology and digitalization on learning strategy management to align with the advancements in modern education. A quantitative or mixed-method approach could also deepen the analysis and provide more comprehensive data, leading to broader generalizations of the research findings.

F. CONCLUSION

This study shows that the management strategies implemented by teachers at Madrasah Aliyah Swasta EX-PGA Proyek Univa Medan significantly impact student learning motivation. By using various creative methods, such as Problem-Based Learning (PBL) and interactive teaching techniques, educators can create a learning environment that is not only engaging but also encourages students to participate in the learning process actively. These methods allow students to address real-life issues, motivating them to seek solutions and actively engage in classroom discussions.

The research findings indicate that through good planning and efficient implementation, students are more motivated, can stay focused and show satisfactory academic achievement. Educators who serve as motivators and facilitators in the learning process provide the inspiration and support needed to spark students' interest in learning. Furthermore, teachers must recognize the characteristics and needs of each student so that the teaching methods employed can be tailored to each student's circumstances and learning styles.

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May the contributions and dedication of the educators at this school inspire the advancement of education quality in the future.

AUTHOR CONTRIBUTIONS STATEMENT

All authors discussed the results and contributed to the final manuscript. ER: Conceptualization, Methodology, Writing - Original Draft. BU: Writing - Review & Editing, Conceptualization. SHS: Conceptualization.

DECLARATION OF COMPETING INTEREST

The authors declare that no conflicts of interest, financial, professional, or personal, could have influenced the results or interpretation of this research. They ensure that the integrity of the study is maintained and free from external influences that could compromise the validity of the findings.

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