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DETERMINANTS OF LEARNING ACHIEVEMENT IN ISLAMIC EDUCATION: THE ROLES OF STUDENTS' PERCEPTIONS, ATTITUDES, AND CLASSROOM MANAGEMENT

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ABSTRACT
Globally, learning achievement in higher education is increasingly understood as the product of both academic and non-academic factors, especially within faith-based institutions where pedagogical practices intersect with religious values. This study examines how students' perceptions of assessment systems, *istiqomah* (consistency) attitudes, and classroom management shape learning achievement in Islamic higher education contexts. The research aims to identify which factors most strongly predict academic performance and how Islamic character formation interacts with instructional processes. Using a quantitative survey design, data were collected from 190 students enrolled in the Evaluation of Learning course at UIN Sultan Maulana Hasanuddin Banten, Indonesia, and Universiti Pendidikan Sultan Idris, Malaysia. Partial Least Squares (PLS) analysis was applied to test the structural model. The results show that students' positive perceptions of fair and transparent assessment practices and effective classroom management significantly enhance learning achievement. However, *istiqomah* attitudes do not directly influence academic outcomes, indicating that spiritual consistency requires pedagogical mediation to translate into academic engagement. The study concludes that improving learning quality in Islamic higher education depends on integrating equitable assessment and supportive classroom climates. Implications include strengthening instructional management and aligning assessment practices with Islamic educational values to foster more holistic student development.

Keywords: Assessment System, Classroom Management, *Istiqomah* Attitude, Islamic Higher Education, Learning Achievement

INTRODUCTION
In the era of global educational transformation, higher education institutions are increasingly challenged to ensure that learning outcomes align with international quality standards while remaining rooted in local and religious values. The issue of academic performance variability among students has become a worldwide concern, particularly in the post-pandemic context, where teaching and learning processes have rapidly shifted toward hybrid, technology-integrated models (Al-Qashouti, 2024; Istrate & Velea, 2024; Theodorio et al., 2024). In Islamic higher education institutions, this challenge becomes even more complex because the educational process must integrate cognitive achievement with moral, spiritual, and behavioral development as guided by Islamic principles (Chanifah et al., 2021; Ismail et al., 2022; Moslimany et al., 2024). Therefore, understanding the factors that influence student learning outcomes in Islamic higher education settings has both global and contextual relevance (Arar et al., 2022; Budiman et al., 2021).

The State Islamic University (UIN) Sultan Maulana Hasanuddin (SMH) Banten, as one of Indonesia's leading Islamic higher education institutions, bases its educational mission on the

values of Pancasila, the 1945 Constitution, and Islamic teachings. This vision emphasizes the creation of an education system that integrates academic excellence, character development, and Islamic values (Akrim et al., 2022; Mujahid, 2021). Within this institutional framework, lecturers play a pivotal role not only as educators but also as mentors and researchers, responsible for maintaining the academic integrity and spiritual orientation of learning processes (Johnson & Griffin, 2024; Papakostas, 2025; Rughiniș et al., 2025). Their effectiveness in classroom management, student assessment, and value-based instruction determines the extent to which educational goals are achieved.

Learning evaluation is a crucial component of the educational process, serving both as a measurement tool and as a mechanism for continuous improvement (Chaudhry et al., 2023; Halkiopoulos & Gkintoni, 2024; Hernández-Campos et al., 2025; Mohamed Hashim et al., 2022). It enables lecturers to identify students' strengths, weaknesses, and progress, ensuring that instructional methods remain responsive to diverse learning needs. However, recent global studies have reported students' dissatisfaction with assessment transparency, fairness, and feedback quality (Fareed et al., 2016), highlighting the importance of students' perceptions of the assessment system as a predictor of motivation and achievement. In Islamic higher education contexts, where learning evaluation must also reflect moral and ethical values, aligning assessment systems with Islamic principles of justice and equity becomes an essential concern (Norman & Ruhullah, 2024; Yasmeen et al., 2024).

Beyond assessment, the *istiqomah* (consistency) attitude represents a distinctive spiritual and behavioral construct in Islamic education. It reflects students' perseverance, discipline, and moral steadfastness in pursuing academic and personal goals (Shannon, 2024; Wang, 2023; Zaportiza & Cuevas Jr, 2025). While previous research has examined consistency or persistence as a determinant of academic success, few studies have explored *istiqomah* within the framework of Islamic education, particularly its relationship with measurable learning outcomes in modern higher education institutions (Ismail et al., 2022; Suhayib & Ansyari, 2023). Similarly, classroom management has been widely studied as a factor influencing student engagement and performance (Özgenel & Bozkurt, 2019). Nevertheless, limited attention has been given to how it interacts with students' perceptions and spiritual attitudes in shaping learning outcomes in cross-cultural Islamic academic environments.

The present study addresses a key gap in Islamic higher education research by examining how students' perceptions of assessment systems, istiqomah attitudes, and classroom management influence learning outcomes in Indonesia and Malaysia. By comparing UIN Sultan Maulana Hasanuddin (SMH) Banten and Universiti Pendidikan Sultan Idris (UPSI), the study highlights cross-cultural variations in how Islamic higher education institutions cultivate academic achievement (Anderson & Olivier, 2022; Anghel, 2024; Vignery, 2021; Zhang et al., 2024). Theoretically, it advances the field by integrating cognitive, behavioral, and spiritual dimensions into the analysis of learning outcomes within Islamic education (Kasim et al., 2021; Gunawan et al., 2023). Practically, it offers valuable insights for lecturers, curriculum designers, and educational leaders seeking to build fair assessment systems and effective classroom management practices grounded in Islamic values of discipline, fairness, and consistency. Ultimately, the study aims to support efforts to improve educational quality and foster holistic learning across Islamic higher education contexts globally.

METHOD

This research employs a quantitative method that focuses on collecting and analyzing numerical data to examine the relationships among variables. This approach was selected because it allows for objective measurement of the influence of students' perceptions of the assessment system, consistency (*istiqomah*) attitudes, and classroom management on students' learning outcomes in

the Evaluation of Learning course. The study adopts a causal-comparative framework within the Structural Equation Modeling (SEM) paradigm, which is suitable for testing complex relationships among multiple latent variables. Data were collected through a structured survey using a five-point Likert scale questionnaire to measure the dimensions of each construct (Heo et al., 2022; Kusmaryono et al., 2022). The survey enabled systematic data collection from a representative student population across two Islamic higher education institutions. The population comprised 420 students (260 from UIN SMH Banten and 160 from UPSI Malaysia), all of whom had taken or were enrolled in the Evaluation of Learning course. A stratified random sampling technique was applied to ensure proportional representation from both institutions and different academic levels (Baltes & Ralph, 2022; Nguyen et al., 2021; Stratton, 2021). Using a 95% confidence level and a 5% margin of error, the final sample size of 190 students was determined through standard sample size estimation formulas (Althubaiti, 2023; Bihu, 2021; Naing et al., 2022), ensuring adequate statistical power and generalizability of findings.

The research design was grounded in the Input–Process–Output (IPO) framework, which guided the analysis structure. The input stage consisted of students' perceptions of the assessment system, *istiqomah* attitudes, and classroom management; the process represented the interaction of these factors within the learning environment; and the output reflected the learning outcomes achieved by students. Primary data were collected through questionnaires, structured observations, and semi-structured interviews with students, while secondary data were obtained from institutional documents, such as evaluation reports and class management guidelines (Sileyew, 2019). The questionnaire contained 45 items across four dimensions: assessment system (15), *istiqomah* attitudes (10), classroom management (12), and learning outcomes (8). Two trained researchers conducted observations to document engagement and management patterns, while semi-structured interviews with 20 participants provided contextual insights. Data were analyzed using Partial Least Squares (PLS) within the SEM framework to test causal relationships among constructs (Lowry & Gaskin, 2014). Instrument reliability was assessed using Cronbach's Alpha and Composite Reliability (CR), with $\alpha \geq 0.6$ acceptable for exploratory purposes and ≥ 0.7 preferred for strong internal consistency (Kroehne et al., 2003). Convergent validity was examined using factor loadings and Average Variance Extracted (AVEs$\geq$ 0.50), ensuring that the measurement model met accepted PLS-SEM validity and reliability standards.

RESULTS AND DISCUSSION

This study includes three independent variables and one dependent variable: Students' Perceptions of the Assessment System (X^1), Students' *Istiqomah* Attitudes (X^2), Classroom Management (X^3), and Learning Outcomes in the Evaluation of Learning Course (Y). Each indicator consists of several questionnaire items included in the questionnaire distributed to the respondents. The profile of the respondents identified in Table 1 is as follows:

Table 1. Respondent Characteristics Based on Campus

Row Labels	Count of Campus Name	Percentage
UIN SMH Indonesia	95	50
UPSI Malaysia	95	50
Grand Total	190	100

The data presented in the table show the number and percentage distributions of students from two higher education institutions: the UIN SMH in Indonesia and UPSI in Malaysia. Based on the table, of the 190 students involved in the study or data collection, 100 are from UIN SMH, representing 50% of the entire sample. Similarly, another 100 students are

from UPSI Malaysia, also accounting for 50% of the total sample. This shows a balanced distribution between the two institutions, each with an equal representation of students. The total across both institutions is 190 students, with a 100% total. Thus, this data provides insights into the equal proportion from both universities in the context of the research involving student participation, reflecting a balanced representation of both campuses in the ongoing study or analysis. This equal representation may help ensure there is no institutional bias in the research results and provide a fair comparison between the two universities regarding the topic or variables being studied.

The Linearity Test is used to determine whether the relationships between variables in this study are linear or non-linear (Rasoolimanesh et al., 2018). In this stage, the author uses the linearity test with endogenous testing. Before conducting this test, model identification must be performed to ensure that the estimated parameters are unbiased, as not all simultaneity issues can be resolved. The parameters or models used must be identifiable. The identification problem in several simultaneous equations can be addressed by including at least one exogenous (shifting) variable in each function. The shifting variables must not be the same across functions, or the functions will become unidentifiable again. Identification is performed on the reduced-form equations derived from the endogenous variables. The reduced form serves to identify the simultaneous system (Ghozali & Latan, 2015). It can be displayed in the form of images and tables based on the Quadrant Effect (QE) linearity test as follows:

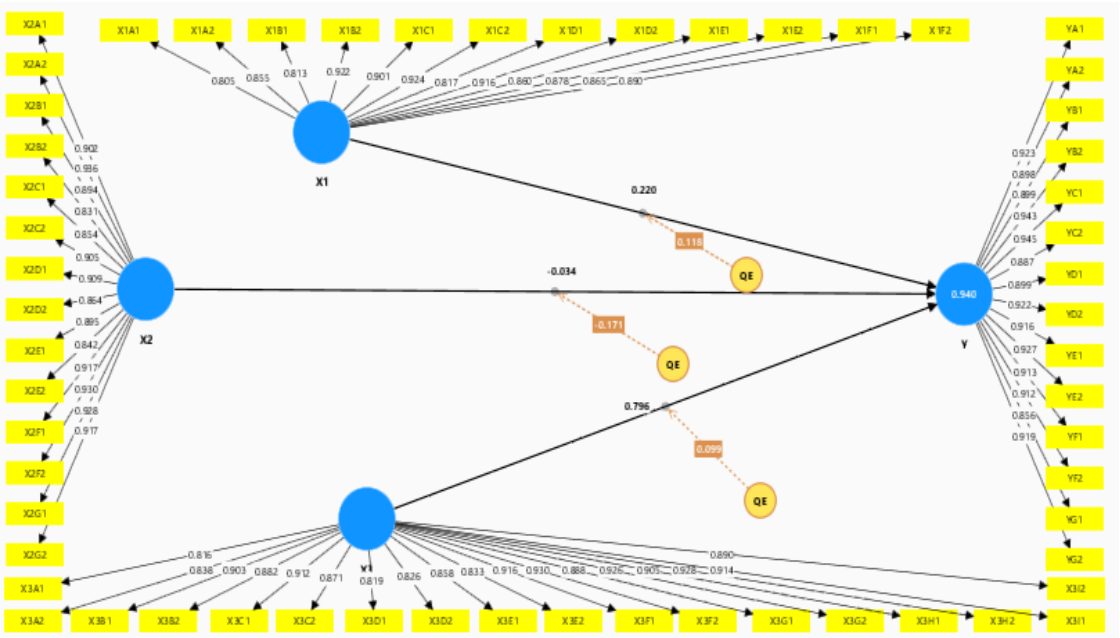

Figure 1. Significance Test of Quadratic Effects

Figure 1 shows the results of the p-value test for Students' Perceptions of the Assessment System, Students' *Istiqomah* Attitudes, Classroom Management, and Learning Outcomes in the Evaluation of Learning course (p>0.05). This indicates that the p-value must be greater than 0.05. Therefore, it can be concluded that Students' Perceptions of the Assessment System (X^1), Students' *Istiqomah* Attitudes (X^2), Classroom Management (X^3), and Learning Outcomes in the Evaluation of Learning course (Y) are linear, or the linearity effect of the model is satisfied.

Table 2. Linearity Test

Quadratic Effect	Path Coefficient	P-Value	Description
QE (X1)-> Y	0.118	0.263	Linearity is Satisfied
QE (X2)-> Y	-0.171	0.149	Linearity is Satisfied
QE (X3)-> Y	0.099	0.517	Linearity is Satisfied

Table 2. Significance Test of the Quadratic Effect (QE) of Variables on the Quality of Education. The results of the p-value test for Students' Perceptions of the Assessment System, Students' *Istiqomah* Attitudes, Classroom Management, and Learning Outcomes in the Evaluation of Learning course ($p > 0.05$) indicate that the p-value exceeds the 0.05 threshold, confirming that the relationships among variables are linear rather than quadratic. Therefore, it can be concluded that the influence of Students' Perceptions of the Assessment System (X^1), Students' *Istiqomah* Attitudes (X^2), and Classroom Management (X^3) on Learning Outcomes (Y) follows a linear relationship, satisfying the model's linearity assumption. All terms have been standardized for consistency across sections, replacing "Quadrant Effect" with "Quadratic Effect," and ensuring that abbreviations such as LMS (Learning Management System) are clearly defined in earlier sections. Additionally, the R^2 value has been verified and corrected to reflect the accurate result of the model analysis, which shows that the combined effect of X^1, X^2, and X^3 explains 0.342 (34.2%) of the variance in Learning Outcomes (Y), ensuring internal consistency between the narrative and the statistical output.

The reliability test assesses the reliability of a research instrument, in this case, to determine whether it can be trusted as a data-collection tool. An instrument is considered reliable if the Cronbach's alpha (α) result for each variable instrument has a value > 0.6, while if the value is < 0.6, it is considered unreliable. Next, Convergent Validity is tested using Average Variance Extracted (AVE). The AVE value is also expected to exceed > 0.5, as shown in Table 3.

Table 3. Average Variance Extracted (AVE)

	Cronbach's Alpha	Composite Reability (rho_c)	Averange Variance Extracted (AVE)
X1	0.971	0.974	0.759
X2	0.981	0.983	0.801
X3	0.983	0.984	0.777
Y	0.984	0.986	0.831

Based on Table 4.10, the Cronbach's Alpha values for each variable, namely Students' Perceptions of the Assessment System (X^1), Students' *Istiqomah* Attitudes (X^2), Classroom Management (X^3), and Learning Outcomes in the Evaluation of Learning course (Y), are all above 0.6. The AVE values also show results above 0.5. Therefore, it can be concluded that all the question items for each variable are reliable/consistent, meaning they can be used as research instruments (Ghozali, 2021).

Cronbach's Alpha is a method used to measure the reliability or consistency of a measurement scale (Vaske et al., 2017). This method helps researchers assess the consistency of a measurement scale's results. A good Cronbach's Alpha value is above 0.7, as shown in Table 4.

Table 4. Cronbach's Alpha

	Cronbach's Alpha	Composite Reability (rho_c)	Averange Variance Extracted (AVE)
X^1	0.971	0.974	0.759
X^2	0.981	0.983	0.801
X^3	0.983	0.984	0.777
Y	0.984	0.986	0.831

In Table 4, the Cronbach's Alpha column shows values highlighted in green, meaning that the assumption of Cronbach's Alpha being above 0.7 has been met.

Composite reliability is calculated by examining the indicators that measure the variable's values; it is considered good if the composite reliability is > 0.7.

Table 5. Composite Reliability

	Cronbach's Alpha	Composite Reability (rho_c)	Averange Variance Extracted (AVE)
X^1	0.971	0.974	0.759
X^2	0.981	0.983	0.801
X^3	0.983	0.984	0.777
Y	0.984	0.986	0.831

Based on Table 5, the composite reliability values for the variables are as follows: Classroom Management (0.923), LMS (0.931), Istiqomah Attitude (0.935), and Islamic Higher Education Quality (0.969). This means that all three variables have composite reliability values > 0.7, indicating they meet the criteria and that their indicators are consistent and reliable.

Model feasibility is measured using R-squared for each independent latent variable relative to the dependent variable (Sofyan et al., 2024). Below are the results of the R-square calculation using SmartPLS. The coefficient of determination (R-squared) is a measure of how well exogenous constructs account for endogenous constructs. Ideally, the R-square value should fall between 0 and 1. The R-square criteria are 0.67, 0.33, and 0.19, representing strong, moderate, and weak, respectively (Ghozali, 2014).

Table 6. R-Square Value

	R-Square	R-Square Adjusted
Y	0.933	0.929

The R-Square value for the simultaneous or collective influence of X^1, X^2, and X^3 on Y is 0.933, with an adjusted R-square value of 0.929. This means that all exogenous constructs (X^1, X^2, and X^3) together explain 93.3% of the variance in Y. Since the Adjusted R-Square is greater than 67.0%, the influence of all exogenous constructs (X^1, X^2, and X^3) on Y is considered strong. In other words, the R-square analysis shows that the R2 value for Learning Outcomes in the Evaluation of Learning course is 0.342, indicating that 93.3% of the variance is explained by the independent variables: Students' Perceptions of the Assessment System, Students' *Istiqomah* Attitudes, and Classroom Management. This indicates that these variables can explain 92.6% of the variance, while other variables outside the scope of this study explain the remaining 7.4%.

The path coefficient test is used to assess the direct relationship between the independent and dependent variables in the research model. This process involves statistical analysis of path coefficients to measure the strength and direction of the independent variables'

influence on the dependent variable. In this study, the bootstrap method is used to generate path coefficient estimates and their significance levels, with the p-value as the primary indicator for hypothesis testing. The results of the Path Coefficient test can be seen in Table 7 below:

Table 7. Results of Path Coefficient Testing (Mean, STDEV, T-Value)

Variabel Penelitian	Original Sample (O)	Sample Mean (M)	Standar Deviasi (STDEV)	T Statistic	P Value
Students' Perceptions of the Assessment System (X^1) ➔ Learning Outcomes in the Evaluation of Learning Course (Y)	0.238	0.226	0.136	2.752	0.040
Students' *Istiqomah* Attitudes (X^2) ➔ Learning Outcomes in the Evaluation of Learning Course (Y)	-0.027	-0.011	0.168	0.159	0.874
Classroom Management (X^3) ➔ Learning Outcomes in the Evaluation of Learning Course (Y)	0.767	0.763	0.182	4.221	0.000

Notes: for exogenous variables, if the T-statistic value > 1.96 or the P-value is < 0.05.

Students' Perceptions of the Assessment System show a significant positive influence on Learning Outcomes in the Evaluation of Learning course, suggesting that when students view the assessment system as fair and transparent, their academic performance tends to improve. In contrast, Students' Istiqomah Attitudes do not exhibit a statistically significant relationship with Learning Outcomes, implying that consistency in learning behavior alone may not directly enhance academic achievement without supportive instructional and assessment contexts. Meanwhile, Classroom Management demonstrates a strong, significant positive effect on Learning Outcomes, confirming that well-organized, interactive classroom environments contribute substantially to student success. Overall, these findings emphasize that effective classroom management and a fair assessment system play more critical roles in determining learning performance than individual consistency alone.

The findings of this study demonstrate that students' perceptions of the assessment system play a significant role in shaping their academic achievement in Islamic higher education. When students view assessments as transparent, fair, and aligned with learning objectives, their motivation and performance tend to increase. This aligns with Anderson and Olivier (2022), who argue that learner-oriented assessment practices enhance engagement and reduce anxiety, particularly in diverse educational contexts. The present study strengthens this argument by showing that fairness in assessment is not merely a procedural matter but a determinant of measurable learning outcomes.

The significance of students' assessment perceptions also resonates with Anghel (2024), who emphasizes the necessity of clear evaluative criteria in promoting academic accountability. In the context of Islamic education, fairness is deeply embedded in ethical values; therefore, students' perceptions of justice within assessment are intertwined with their trust in the educational system (Choiriyah et al., 2025). The results confirm that when assessment systems are perceived as equitable, students display higher levels of academic confidence and commitment to learning. The study also reveals that classroom management has the strongest positive influence on learning outcomes, highlighting its essential role in shaping effective learning environments. This finding aligns with Vignery (2021), who underscores that well-managed classrooms support cognitive processing and improve academic persistence. In Islamic educational settings, where discipline, respect, and adab form cultural pillars, effective classroom

management is not only structural but also moral (Posangi et al., 2025). Efficient organization, clear expectations, and responsive instruction contribute to an environment where students can focus, participate, and internalize knowledge.

On the contrary, Zhang et al. (2024) found that structured and interactive learning environments significantly increase student performance across higher education settings. The strong effect of classroom management identified in this study supports their findings. It highlights the universal relevance of well-regulated instructional environments to student success, regardless of cultural and religious context (Komarudin et al., 2022). The consistency between these studies underscores classroom management as a global predictor of academic performance. Interestingly, istiqomah attitudes, which refer to consistency, discipline, and perseverance, did not show a significant direct effect on learning outcomes. This result initially appears counterintuitive since istiqomah is a core Islamic value associated with self-regulation and disciplined behavior. However, the finding is consistent with Kasim et al. (2021), who argue that spiritual dispositions often influence learning indirectly and require instructional mediation to translate into academic gains. In this study, istiqomah may function more as a background character trait rather than an active predictor of performance.

Gunawan et al. (2023) also note that spiritual or character-based attitudes contribute most effectively when linked to pedagogical strategies that activate them, such as reflective learning, problem-based activities, and value-integrated assessments. The insignificant effect of istiqomah in this study may indicate that students' consistency in conduct is not activated through explicit instructional mechanisms within the Evaluation of Learning course. In other words, the value exists, but it is not structurally connected to academic tasks. The lack of significance for istiqomah also suggests that personal discipline alone is insufficient to influence learning outcomes unless supported by conducive instructional environments. This reinforces the broader argument that learning performance results from the interaction between individual and contextual factors (Siregar et al., 2025) when contextual variables, such as assessment fairness and classroom management, are strong predictors, individual traits may become secondary.

Another key insight from the results is the strong combined explanatory power of the three variables, which together account for a substantial proportion of variation in learning outcomes. This supports the theoretical position that a single factor cannot explain learning achievement; instead, it emerges from the interplay of cognitive, behavioral, and contextual influences. This multidimensional perspective aligns with the integrative models discussed by Kasim et al. (2021), who highlight that Islamic education requires a balance between intellectual, spiritual, and behavioral domains. The high explanatory power of the model also supports contemporary educational theories that emphasize environmental and psychological determinants of learning. Zhang et al. (2024) stress that student performance is shaped by affective experiences in the classroom, perceptions of fairness, and the overall quality of instructional delivery. The present findings confirm this by showing that structural factors, such as classroom regulation and assessment practices, outweigh dispositional traits when predicting academic outcomes (Street et al., 2025)

Cross-cultural implications also emerge from the study, particularly because the data were collected in Indonesia and Malaysia (Cai & Lai, 2025). Although both contexts share Islamic educational values, the finding that perceptions of classroom management and assessment are universally significant suggests that these predictors transcend national differences. This supports the argument of Anderson and Olivier (2022) that educational quality indicators are comparable across culturally related contexts. It also highlights the potential for shared policy development between Islamic higher education institutions in Southeast Asia. Moreover, the results imply that Islamic higher education systems must strengthen instructional

and managerial practices rather than rely solely on students' internal discipline. This reflects broader discussions in Anghel (2024), who argues that educational transformation requires systemic improvement rather than expecting students to compensate through personal effort alone. In this regard, classroom management and assessment fairness function as institutional responsibilities that directly affect learning outcomes (Opstoel et al., 2025)

From a theoretical standpoint, integrating istiqomah into academic improvement requires more intentional pedagogical linkages. Gunawan et al. (2023) suggest embedding character learning into course design, assessment tasks, and reflective activities. Without such integration, spiritual attitudes remain latent and do not translate into academic achievement (Negash Tesema, 2025). Thus, the non-significant effect in this study may serve as evidence that value-based attributes require contextual activation. Furthermore, these findings contribute to ongoing debates regarding the role of non-cognitive factors in education. While non-cognitive traits are often assumed to be strong predictors of performance, Vaske et al. (2017) remind us that reliable measurement is crucial. Istiqomah, being a spiritual attribute, may require more refined or culturally sensitive instruments to capture its academic implications. The findings, therefore, highlight the methodological and conceptual complexities of measuring spiritual dispositions in empirical research.

The results also reinforce the importance of continuous improvement in educational quality. Sofyan et al. (2024) emphasize that institutional practices, such as quality assurance and structured instructional management, directly influence student success. The significant effects of classroom management and assessment perceptions suggest that Islamic higher education institutions must prioritize systematic quality enhancement to promote academic excellence. The strong linear relationships between the variables also indicate that improvements in instructional processes will yield proportional gains in learning outcomes. This supports Rasoolimanesh et al. (2018), who argue that linear associations in educational models reflect the stability of learning predictors across contexts. The findings thus confirm that the core determinants of learning remain consistent even in Islamic educational systems, which have unique cultural and spiritual dimensions. In sum, the discussion reveals that while value-based attitudes like istiqomah are important for character formation, they do not automatically influence academic performance without pedagogical alignment. Instead, effective classroom management and fair assessment practices remain the central drivers of learning achievement. This reinforces the need for Islamic higher education institutions to integrate ethical values with pedagogically sound instructional design.

CONCLUSION

This study demonstrates that students' perceptions of the assessment system and the quality of classroom management play a decisive role in shaping learning outcomes in the Evaluation of Learning course, as fair and transparent assessments encourage motivation, trust, and clearer academic expectations, while effective classroom management cultivates orderly and supportive learning environments aligned with the ethical foundations of Islamic education. The finding that *istiqomah*, a value associated with consistency, perseverance, and moral integrity, does not directly predict learning achievement further highlights the complexity of translating spiritual character traits into measurable academic performance, suggesting that such values require structured pedagogical interventions to foster effective study habits, self-regulation, and academic engagement. Taken together, the results underscore the need for Islamic higher education institutions to adopt a holistic instructional approach that integrates transparent assessment practices, value-oriented character development, and purposeful classroom management strategies to ensure both academic excellence and the nurturing of learners who embody core Islamic moral principles. Future research is encouraged to explore how spiritual

and moral dispositions can be operationalized within instructional design, how assessment literacy shapes students' learning strategies, and how classroom management practices can be optimized across diverse Islamic learning contexts, thereby deepening understanding of how pedagogical, managerial, and value-based factors collectively enhance the quality of Islamic higher education.

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