

COMPARISON OF ACADEMIC ACHIEVEMENT OF MADRASAH STUDENTS AND GENERAL SCHOOLS: EMPIRICAL STUDY OF THE IMPACT OF THE LEARNING ENVIRONMENT IN MADRASHA ON THE EMOTIONAL SOCIAL DEVELOPMENT OF STUDENTS

Supian Ramli *¹

Universitas Jambi, Indonesia

supian.ramli@unja.ac.id

Komari Komari

Universitas Sains dan Teknologi Jayapura, Papua, Indonesia

arikomo8@gmail.com

Taswiyah

Universitas Sultan Ageng Tirtayasa, Indonesia

taswiyah@untirta.ac.id

Abstract

Madrasah and public schools are educational institutions that both provide education to students, but on the other side there are differences. From such differences to display different patterns of academic achievement and social emotional development of students. The methods used in this study are literature by searching for literature that fits the context of the research. Studies have shown that the learning environment in madrasahs and schools can influence the development of social and emotional competence of students. Madrasahs because they are supported by religious values and ethical norms have been shown to have a positive influence on the ability of students in managing emotions, building healthy relationships, setting goals, and making decisions in their lives. Thus, both institutions should pay attention to the quality of the learning environment and the social environment to ensure that the development of such competences takes place well. One of the things that can be done is to strengthen the social and emotional curriculum in education, to train teachers on appropriate learning approaches to develop students' social and Emotional Skills, and to build an environment that supports the development of such Skills.

Keyword: Academic achievement, Madrasah students, General school students, Environmental influence, Emotional social development.

Introduction

Education is a key factor that plays an important role in the development of a nation, such as creating enormous human resources, improving quality of life, spreading values and ethics, promoting innovation and creativity, strengthening democracy and human rights, and improving social well-being. (Sitopu et al., 2024; Guna et al., 2024).

¹ Correspondence author

Everything is in line with the goal of education to build a developed and sustainable nation, so that education is an investment of a quality and equal nation to create intelligent, productive, and competitive societies in the face of increasingly complex global challenges.

Global challenges facing mankind today such as climate change, economic inequality, humanitarian crises, resource constraints, poverty and inequalities, technological change, global health crisis, and environmental sustainability. One of them is with education. (Brock-Utne, B. 2012; Patrinos, H. A., & Psacharopoulos, G. 2011).

Academic achievement is one of the main aspects of the education system. (Hairiyanto et al., 2024). In the educational environment, there are various kinds of educational institutions, including madrasah and public schools. Madrasah is an educational institution specifically aimed at empowering students in the field of religion, while public schools emphasize on improving the academic performance of students in general (Haningsih, S. 2008). Although both provide formal education, there are some differences between the two, among others: first, in the field of curricula; the most striking difference between the madrasah and the general school is the curriculum used. Madrasah tends to use curricula that focus on Islamic religious education in the context of Islamic and Arabic studies, while public schools use a national curriculum that emphasizes general curriculums in all subjects. Second, Objective of Education: Although both educational institutions aim to provide formal education, but the purpose and orientation of the education given is different. The Madrasah has the aim to form students who obey the teachings of Islam, while the public school aims to create students who have a broad supply of knowledge and skills and ready to be good citizens. Third, Study Hours: The school hours in the madrasah tend to be longer than in the general school. This is because the Madrasah also provides religious education in addition to the general education, so it takes longer to complete the entire curriculum. Fourthly, Facilities Availability: One other difference is the availability of facilities. The facilities in the madrasah tend to be simpler than in the general school, as it prefers the learning facilities related to religious education, such as textbooks and classrooms. Fifth, Student Admission: The student admission system is also different between the madrasah and the public school. Students who wish to enter the madrasah must pass the selection test and meet certain criteria, such as having the ability to read the Qur'an well. Meanwhile, students who want to enter public schools only have to meet general requirements such as age and pass the national exam. Sixth, the School Environment: The school environment between the madrasah and the public school is also different. The madrasah environment tends to be tighter because the learning environment is more focused on religious education, while the public schools are more open and give students the opportunity to explore their interests and talents. (APRILIYANTO, N. 2018; Harefa, K., & Indrawati, E. S. 2014; Basyit, A. 2019)

As there is such a difference between a madrasah and a school, then there is also a difference in the academic results of students and the social development of students that exist in the madrasas and public schools, which can therefore provide insight into the influence of the learning methods applied in both types of educational institutions. One of the factors that may affect students' academic achievement is the learning environment in the madrasah. The differences in the learning environments in the Madrasah, which have stronger religious elements, can influence students' emotional social development.

A student's academic achievement is an achievements or success of a student in terms of learning and accomplishments in the academic environment (Castro et al., 2015). Academic achievement can be measured through factors such as knowledge, understanding, application, analysis, and evaluation obtained by students through the learning process. (Earthman, G. I. 2002). This includes success in achieving both short- and long-term educational goals. (Tubagus et al., 2023; Aslan & Shiong, 2023). Academic achievement, not only focuses on the test results or student values as a whole, but also involves the student's ability to understand, apply, and analyze the knowledge learned. In addition, student motivation and other factors such as the learning environment, family support, and learning strategies also play a role in achieving good academic achievement. (Muharrom et al., 2023; Nurhayati et al., 2023). Child social development refers to social abilities and skills that develop as children grow. Children experience changes in social interaction, communication, understanding of social rules, and the ability to form relationships with others as they age (Fan, X., & Chen, M. (2001; Jeynes, W. H. 2007).

Children's social development is heavily influenced by their social experiences in their surroundings, such as family, peers, and school. A supportive environment, affection, and positive communication with adults can have a positive impact on the social development of children. (Khadijah, M. A., & Jf, N. Z. 2021). So with that, the public school neighborhoods with their respective madrasas suffered significant differences so that influenced also from the results.

Based on the above background, the researchers wanted to know more about the comparison of academic achievements of madrasah students and public schools and the influence of the learning environment in madrasha on the emotional social development of students.

Research Method

The methods of literary research can include a variety of approaches and strategies to collect, analyze, and understand written works relevant to the research topic. The study of literature is one of the most commonly used methods of literary research. In the study of literature, researchers will search, compile, and investigate

literature related to the research problem they are addressing. (Noble & Smith, 2014; Grbich, 2012).

Some methods that can be done in the study of literature include: 1) Keyword search: perform searches using relevant keywords in catalogs, indexes, search engines, or literature databases in order to find sources relevant to the subject of research. 2) Systematic research: This method involves the identification, selection, and evaluation of relevant literature that is carried out systematically and objectively. 3) Content analysis: Entails interpretation and analysis of the content of the literature collected in literature studies. 4) Research integration: Integrates research results relevant to research topics into the research under way. 5) Literature synopsis: Summarizes information and important findings from literature relevant to study topics. 6) Literature criticism: Critical review of literatures collected by literary studies. 7) Literary proofing: Using evidence from supported literature to argue or find in research. (Bazeley, 2013; Linos & Carlson, 2017; Damgaard et al., 2001).

In conducting literary research methods, it is important to choose literary sources that are relevant, reliable, and have good quality. In addition, it is necessary to carry out a critical analysis of the literature collected to ensure that the information used in the research is accurate and valid.

Result and Discussion

Comparison of academic achievements of madrasah students and public schools

The comparison of academic achievements between madrasah students and public schools is important to provide an understanding of the effectiveness of education in these institutions. Through this comparison, we can evaluate the quality of education at madrasas and general schools. Furthermore, comparisons of achievement can also provide useful information for parents or prospective students in determining their educational choices. By knowing the comparison between the two institutions, prospecting students and parents can take into account various factors that can affect educational quality, such as curricula, facilities, teaching methods, and teacher qualifications. This can help them in making the right decision when choosing an educational institution that suits their needs and expectations. (Hardinata, P. D. 2018).

In a healthy competition, students can be encouraged to improve their learning performance and improve themselves in achieving better performance than before. In other words, performance comparisons can trigger a learning spirit and inspire students to strive better and better performance anyway. (CHATIMAH, A. C., 2016)

Achievement is something that is achieved or acquired by a person or group as a result of an effort, skill, talent, or ability in a field or activity. Achievements are usually measured by the results or achievements that have been obtained, such as winning a race or achieving a good score in a particular test or task. However, achievement can not only be in the academic or physical field, but also in other fields such as social,

cultural, artistic, or other. Achieved performance can give a sense of satisfaction and confidence, as well as build a good reputation in the surrounding environment. Achievement can also be a benchmark or standard of the abilities and potential of a person or group. (Hanushek, E. A. 2016).

While, performance comparison refers to the process of comparing achievements or results that have been achieved between two individuals, groups, or institutions in a particular field or activity. (Phelps, R. P. 2012).

In the scope of education, performance comparisons are often performed to compare the level of ability, academic achievement, or student performance between one school and another or between certain types of educational institutions, such as public schools and madrasas. This can provide a clearer view of the differences in performance between these institutions and help in making decisions about the right educational choices. (Aryal, S. 2006).

Performance comparison can also be done in the context of a competition or race, where the achievement or performance of the participants is compared to determine the winner or obtain an objective judgment. It is useful to motivate participants to work harder and improve their qualities or abilities (Subedi, K. R. 2011).

Thus, the comparison of performance between the madrasah and the school, even in the scope of education but overall experience differences. One of the main differences is the curriculum taught. Madrasah has a curriculum that focuses more on Islamic education and related subjects such as Arabic, tafsir, hadith, and fiqh. While public schools focus more on general sciences such as mathematics, social sciences, science, and languages. Moreover, madrasah also often emphasizes Islamic values and morality in teaching, while public schools provide more general teaching without a religious focus. (Azra et al., 2007).

Other differences lie in the environment and student characteristics. Madrasah generally has students who are Muslim majority and a more religious atmosphere. On the other hand, public schools have students from a variety of religious backgrounds and a more secular atmosphere. (Prayogi et al., 2022).

Subjects in madrasah and public schools also have differences, although there are similarities, in the scope of general subjects, so in terms of mastery of subject, there are some differences between madrasas and general schools: 1) The focus of the lesson: In madrasah, the main focus is on the lessons of Islamic religion such as tafsir, hadith, fiqh, Arabic language, and the history of Islam. These religious subjects become the core of the curriculum of madrasah. In public schools, the focus is mainly on general sciences such as mathematics, social sciences, science, languages, and others. 2) Teaching Intensity: Because of its focus on Islamic subjects, the madrasah typically gives more time and intensity to teaching religious aspects than the general school. This can affect the knowledge and understanding of students of religious topics compared to the religious subject taught in the public school. 3) Learning Approach: Madrasah has a

learning approach oriented to religion and morality of Islam. Teachers in madrasah often deliver lessons by showing the correlation between the content of the lesson and the teaching of religion. In public schools, the learning approach is more general and focused on the national curriculum that covers a variety of subjects. (Sholeh, M. 2022; Hossain et al., 2021).

Furthermore, there are also differences between the public school environment and the madrasah, which can be seen from several aspects: 1) Learning environment: The learning environment in public schools is usually more heterogeneous, with students from different backgrounds and beliefs. 2) Extra-curricular activities: Public schools usually offer a variety of extracurricular activity such as sports, art, music, and others. In the madrasah, extracursal activities are often related to religious activities such as the study group of the Koran, prayer group, and religious social activities. 3) Using clothing: In public schools, students usually wear school uniforms of a general nature and not related to religion. In the madrasah, students are usually ordered to wear uniforms that have religious elements such as Muslim clothing. (Hatim, M. 2018; Lestari, S., & Salminawati, S. 2021).

The comparison of academic achievement between students and students of general school can vary depending on various factors such as curriculum, learning environment, and quality of teaching.

The academic achievement of madrasah students is not only focused on the academic field, but also covers achievements in non-academic fields such as sports, arts, religion, technology, and social fields. This shows that madrasah students have the opportunity to develop a variety of skills and talents outside the academia. (Fitria et al., 2022).

However, the comparison of academic achievement between the students of the madrasah and the general school may depend on the context and characteristics of each school. Some studies show that in general, the students have equal or even higher academic accomplishment than students of general school. However, there are also studies that show different results, with no significant difference in academic performance between the two groups of students (Hanifah, S. (2022; Amrullah, A. 2018).

Thus, that comparison of academic achievement between madrasah students and general school students cannot be generalized as a whole. There are many factors that can affect student academic achievement, including individual factors, learning environment, and parent support. Therefore, it is important to look at each case individually and not make too broad generalizations.

Factors affecting academic achievement of students of madrasah and public schools

There are several factors that can affect the academic achievement of students in both kinds of schools: 1) Curriculum: Curricula applied in schools can affect students' academic performance. A good, relevant, and comprehensive curriculum can support

students' ability to good academic accomplishment. 2) Teaching methods: The teaching methods used by educators in schools also play a role in student's academic Achievement. An innovative, interactive, and attentive approach to students' individual needs can improve students' understanding of the subject matter. 3) Learning Environment: A conducive and motivating learning environment plays an important role in student academic achievement. This includes the availability of learning resources, peer and teacher support, as well as a positive learning atmosphere. 4) Motivation and Discipline: Intrinsic and extrinsic motivation and student discipline can greatly affect academic performance. Students who have a high motivation to study and who are able to maintain discipline in learning generally better results. 5) Parental support: Parents' support and role in children's education are also influential. The active involvement of parents in overseeing and supporting their child's learning activities can lead to improved academic achievement. 6) Quality of teaching: The competence and quality of educators also play an important role. 7) Balance between formal and religious education: Compared to the general school, religious factors in the matrasah curriculum can affect the allocation of time and energy of students in studying religious subjects. (Setiawati, L., & Sudira, P. 2015; Susilawati, H. 2019; Ali, M., & Hayat, B. 2019; Hayat, B. 2019).

The influence of the learning environment in the madrasah on the emotional social development of students

The learning environment is one of the factors that greatly influence the academic achievement of students in both the madrasah and public schools. 1) Facilities and Resources: The availability of adequate learning facilities and resources, such as libraries, laboratories, and learning equipment, can affect the student's ability to understand the subject matter well. 2) Comfortable Classroom: A comfortable and conducive physical condition of the classroom, including adequate lighting, appropriate table and chair arrangements, as well as good ventilation, can help students to focus and participate actively in the learning process. 3) Teacher-student relations: A positive and trusting interaction between teacher and student can create a supportive learning climate. Teachers who are able to establish good relationships with students tend to motivate and help students to learn well. 4) Student relationships: The social environment between students can also play an important role in academic achievement. Collaboration, support, and positive interaction between students can create a mutually supportive learning climate and facilitate the exchange of knowledge. 5) Teaching and learning patterns: Learning methods that are innovative, interactive, and involve students actively in the learning process can create an attractive learning environment and motivate students to learn better. 6) Availability of Additional Assistance and Support: The existence of support systems such as guidance, additional training, or remedial programmes for students who have learning difficulties can also

help improve student academic performance. 7) Learning culture: A positive learning culture, such as encouraging curiosity, willingness to take risks, and appreciation of effort and cooperation, can motivate students to high academic achievement. (Surono, R. N., & Lestari, Y. 2022; Anisah et al., 2021; Assingkily, M. S., & Hardiyati, M. 2019).

A conducive and supportive learning environment can create an atmosphere that enables students to guide learning better and more effectively. It is important for schools to create and maintain an environment that optimizes these conditions so that students not only optimal academic achievement but also students' emotional social development. Student socio-emotional development includes students' ability to understand and interact with others, regulate emotions, and build healthy social relationships.

There are various aspects of socio-emotional development in students, among them; 1) Self-awareness: It refers to the student's ability to recognize and understand their own emotions, strengths, weaknesses, and how they react to a particular situation. 2) Self-management: It involves the ability of the student to regulate their emotion, control their urges, and set and work towards a goal. 3) Social awareness. It relates to the students' understanding and empathy towards others, including recognizing and appreciating the diversity and different perspectives. 4) Relationship skills: It includes the student's ability to build and maintain healthy relationships, including effective communication, collaboration, and conflict resolution. 5) Responsible decision-making: This involves students' ability to make thoughtful and ethical choices, by considering their own and others well-being. (Maria, I., & Amalia, E. R. 2018; Sukatin et al., 2020).

By focusing on these various aspects, socio-emotional learning can help students develop vital life skills that contribute to their overall well-being and academic success. It supports their emotional and social development, improves their ability to face challenges, facilitates better learning, enhances social interaction, and promotes professionalism.

The matrasah curriculum focuses more on Islamic education, while the public school is more focused on general science. And the madrasah environment tends to be more religious and promotes religious values in everyday interaction. Meanwhile, the general school environment is more diverse and includes students from a variety of cultural, religious, and social backgrounds. (Abdullah, M. 2019).

The social and emotional development of students can also be influenced by learning approaches used in madrasahs and public schools. Social and emotional learning (PSE) is crucial in developing students' social and Emotional competences. PSE helps students in managing emotions, building healthy relationships, setting goals, and making decisions in their lives (Anwar et al., 2020).

In this case, a student's personality can be shaped through experiences of interaction with peers, teachers, and the environment. Therefore, the madrasah and

public school environments can influence the socio-emotional development of students through the curriculum, the social environment, and the learning approaches used.

Conclusion

Based on comparisons of academic achievement of students of madrasah and public schools as well as empirical studies of the influence of the learning environment in madrasah on the social development of students, some conclusions can be drawn: first, academic performance of students from madrasahs and general schools can be different. Differences in curriculum and educational focus can affect the academic accomplishment of students in both types of institutions. Second, the madrasah is often more focused on Islamic religious education, while the general school is focused more on general science. These differences can affect the cognitive and academic development of students. Third, the learning environment in the Madrasah can influence the emotional social development of the students. The environment supported by religious values and ethical norms can help students in developing social and emotional competence. Fourthly, the influence of the learning environments in the madrasah on the social emotional development of pupils has yet to have a clear consensus. Further research is still needed to reveal with certainty the extent to which the learning environment in the madrasah influences the emotional social development of students, moreover using field studies.

Thus, differences in student academic achievement, educational focus, and learning environments in madrasahs and public schools can affect student emotional social development. It is important for both types of institutions to pay attention to this and provide an environment that supports the development of the social and emotional competences of the students concerned.

References

- Abdullah, M. (2019). School culture to serve performance of madrasah in Indonesia. *QIJS: Qudus International Journal of Islamic Studies*, 7(1), 71-100.
- Ali, M., & Hayat, B. (2019). Non-academic factors influencing students' achievement: a study in the Indonesian madrasahs. *International Journal of Learning and Intellectual Capital*, 16(2), 180-192.
- Amrullah, A. (2018). Pengaruh minat belajar terhadap prestasi belajar akademik dan non akademik bagi siswa pada Madrasah Aliyah (MA) Kota Samarinda. *SYAMIL: Jurnal Pendidikan Agama Islam (Journal of Islamic Education)*, 6(2).
- Anisah, A. S., Hakam, K. A., & Syaodih, E. (2021). Perkembangan Sosial, Emosi, Moral Anak Dan Implikasinya Terhadap Pembentukan Sikap Sosial Siswa Sekolah Dasar. *JUDIKDAS: Jurnal Ilmu Pendidikan Dasar Indonesia*, 1(1), 69-80.
- Anwar, H., Arsyad, L., & Mobonggi, A. H. (2020). The management of culture and environment of madrasah: Its implementation and challenges in industrial revolution era 4.0. *Jurnal Prima Edukasia*, 8(2), 188-198.

- APRILIYANTO, N. (2018). IMBAL BALIK PENDIDIKAN: STUDI KASUS MADRASAH DAN SEKOLAH UMUM DI INDONESIA (Doctoral dissertation, Universitas Gadjah Mada).
- Aryal, S. (2006). Vocabulary Achievement of Madrasas Vs Public Schools Students of Grade Five (Doctoral dissertation, Department of English Education).
- Aslan, A., & Shiong, P. K. (2023). Learning in the Digital Age Full of Hedonistic Cultural Values Among Elementary School Students. *Bulletin of Pedagogical Research*, 3(2), 94. <https://doi.org/10.51278/bpr.v3i2.515>
- Assingkily, M. S., & Hardiyati, M. (2019). Analisis perkembangan sosial-emosional tercapai dan tidak tercapai siswa usia dasar. *Al-Aulad: Journal of Islamic Primary Education*, 2(2), 19-31.
- Azra, A., Afrianty, D., & Hefner, R. W. (2007). Pesantren and madrasa: Muslim schools and national ideals in Indonesia. *Schooling Islam: The culture and politics of modern Muslim education*, 172-98.
- Basyit, A. (2019). Madrasah Dan Sekolah Islam Elit Di Indonesia. *Rausyan Fikr: Jurnal Pemikiran Dan Pencerahan*, 15(1).
- Bazeley, P. (2013). *Qualitative data analysis: Practical strategies*. sage.
- Brock-Utne, B. (2012). Language and inequality: Global challenges to education. *Compare: A Journal of Comparative and International Education*, 42(5), 773-793.
- Castro, M., Expósito-Casas, E., López-Martín, E., Lizasoain, L., Navarro-Asencio, E., & Gaviria, J. L. (2015). Parental involvement on student academic achievement: A meta-analysis. *Educational research review*, 14, 33-46.
- CHATIMAH, A. C. PERBANDINGAN AKTIVITAS GELOMBANG ALFA OTAK SAAT DIPERDENGARKAN BACAAN SHALAT ANTARA MAHASISWA LULUSAN MADRASAH DENGAN MAHASISWA LULUSAN SEKOLAH UMUM DI FK UIN SYARIF HIDAYATULLAH JAKARTA TAHUN 2016 (Bachelor's thesis, Fakultas Kedokteran UIN Syarif Hidayatullah Jakarta).
- Damgaard, T., Freytag, P. V., & Darmer, P. (2001). *Qualitative methods in business studies*. Emerald Group Publishing Limited.
- Earthman, G. I. (2002). School facility conditions and student academic achievement.
- Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational psychology review*, 13, 1-22.
- Fitria, R. N., Alwasih, A., & Hakim, M. N. (2022). Strategi Kepala Madrasah Dalam Meningkatkan Prestasi Akademik Siswa. *Academicus: Journal of Teaching and Learning*, 1(1), 11-19.
- Grbich, C. (2012). *Qualitative data analysis: An introduction*. Sage.
- Guna, B. W. K., Yuwantiningrum, S. E., Firmansyah, S, M. D. A., & Aslan. (2024). Building Morality and Ethics Through Islamic Religious Education In Schools. *IJGIE (International Journal of Graduate of Islamic Education)*, 5(1), Article 1. <https://doi.org/10.37567/ijgie.v5i1.2685>
- Hairiyanto, Sartika, E., Fransiska, F. W., & Aslan. (2024). UNDERSTANDING THE STUDENTS' ENGLISH LEARNING ACHIEVEMENT AND HOME ENVIRONMENT SUPPORTS DURING SCHOOL CLOSURE TO RESPOND TO PANDEMIC AT PRIVATE

- MADRASAH TSANAWIYAH AT-TAKWA SAMBAS. *International Journal of Teaching and Learning*, 2(4), Article 4.
- Hanifah, S. (2022). Strategi Manajemen Kepala Madrasah dalam Meningkatkan Prestasi Akademik dan Non Akademik di MTs. Al-Ma'arif Kota Pontianak. *Jurnal Ilmiah Hospitality*, 11(1), 211-222.
- Haningsih, S. (2008). Peran strategis pesantren, madrasah dan sekolah islam di Indonesia. *el-Tarbawi*, 1(1), 27-39.
- Hanushek, E. A. (2016). What matters for student achievement. *Education next*, 16(2), 18-26.
- Hardinata, P. D. (2018). Analisis Perbandingan Prestasi Belajar Mahasiswa Antara Lulusan Madrasah Aliyah Dan Lulusan Sekolah Umum (Studi Komparasi pada Prodi PGMI Fak. Tarbiyah dan Keguruan UIN Raden Intan Lampung) (Doctoral dissertation, UIN Raden Intan Lampung).
- Harefa, K., & Indrawati, E. S. (2014). Perbedaan Perilaku Prososial Siswa Madrasah Aliyah (MA) Berbasis Pondok Pesantren dan Sekolah Menengah Umum (SMU). *Jurnal Empati*, 3(3), 117-127.
- Hatim, M. (2018). Kurikulum pendidikan agama Islam di sekolah umum. *EL-HIKMAH: Jurnal Kajian Dan Penelitian Pendidikan Islam*, 12(2), 140-163.
- Hayat, B. (2019). Non-academic factors influencing students' achievement: a study in the Indonesian madrasahs.
- Hossain, S. J., Tofail, F., Sujana, H. M., Arifeen, S. E., & Hamadani, J. (2021). Factors associated with school achievement of children aged 8–10 years in rural Bangladesh: Findings from a post hoc analysis of a community-based study. *PloS one*, 16(7), e0254693.
- Jeynes, W. H. (2007). The relationship between parental involvement and urban secondary school student academic achievement: A meta-analysis. *Urban education*, 42(1), 82-110.
- Khadijah, M. A., & Jf, N. Z. (2021). Perkembangan sosial anak usia dini teori dan strateginya. *Merdeka kreasi group*.
- Lestari, S., & Salminawati, S. (2021). Analisis Kebijakan Pendidikan MI Perspektif Lingkungan Pendidikan Sekolah/Madrasah. *Edu Society: Jurnal Pendidikan, Ilmu Sosial dan Pengabdian kepada Masyarakat*, 1(1), 118-129.
- Linos, K., & Carlson, M. (2017). Qualitative methods for law review writing. *U. Chi. L. Rev.*, 84, 213.
- Maria, I., & Amalia, E. R. (2018). Perkembangan aspek sosial-emosional dan kegiatan pembelajaran yang sesuai untuk anak usia 4-6 tahun.
- Muharrom, M., Aslan, A., & Jaelani, J. (2023). IMPLEMENTASI KURIKULUM MERDEKA BELAJAR PADA PEMBELAJARAN PENDIDIKAN AGAMA ISLAM DI SMK PUSAT KEUNGGULAN SMK MUHAMMADIYAH SINTANG. *Jurnal Ilmu Pendidikan Dan Kearifan Lokal*, 3(1), Article 1.
- Noble, H., & Smith, J. (2014). Qualitative data analysis: A practical example. *Evidence-Based Nursing*, 17(1), 2–3.
- Nurhayati, N., Aslan, A., & Susilawati, S. (2023). PENGGUNAAN TEKNOLOGI GADGET SEBAGAI MEDIA PEMBELAJARAN PADA ANAK USIA DINI DI RAUDHATUL

- ATFHAL AL-IKHLAS KOTA SINGKAWANG. JIP: Jurnal Ilmu Pendidikan, 1(3), Article 3.
- Patrinos, H. A., & Psacharopoulos, G. (2011). Education: past, present and future global challenges. World Bank Policy Research Working Paper, (5616).
- Phelps, R. P. (2012). The effect of testing on student achievement, 1910–2010. *International Journal of Testing*, 12(1), 21-43.
- Prayogi, E. E. Y., Anwar, S., & Yahya, A. D. (2022). Management of Madrasa-Based Education Quality Improvement at the Tahfidz Qur'an Islamic Boarding School in Metro City. *Journal of Positive School Psychology*, 7483-7496.
- Setiawati, L., & Sudira, P. (2015). Faktor-faktor yang mempengaruhi prestasi belajar praktik kejuruan siswa SMK program studi keahlian teknik komputer dan informatika. *Jurnal Pendidikan Vokasi*, 5(3), 325-339.
- Sholeh, M. (2022). Correlation Between Community Image Of Madrasa With Professionalism Of English Teachers And Student Learning Achievement. *Journal of World Science*, 1(2), 81-94.
- Sitopu, J. W., Khairani, M., Roza, M., Judijanto, L., & Aslan, A. (2024). THE IMPORTANCE OF INTEGRATING MATHEMATICAL LITERACY IN THE PRIMARY EDUCATION CURRICULUM: A LITERATURE REVIEW. *International Journal of Teaching and Learning*, 2(1), Article 1.
- Subedi, K. R. (2011). Effectiveness of teaching vocabulary through task-based approach (Doctoral dissertation, Central Department of English Education).
- Sukatin, Q. Y. H., Alivia, A. A., & Bella, R. (2020). Analisis psikologi perkembangan sosial emosional anak usia dini. *Bunayya: Jurnal Pendidikan Anak*, 6(2), 156-171.
- Surono, R. N., & Lestari, Y. (2022). PENGARUH PENGGUNAAN GAWAI TERHADAP PERKEMBANGAN SOSIAL-EMOSIONAL ANAK DI MADRASAH IBTIDAIYAH DARUL ILMI KOTA BANJARBARU. *PADARINGAN (Jurnal Pendidikan Sosiologi Antropologi)*, 4(1), 7-15.
- Susilawati, H. (2019). Faktor-faktor yang mempengaruhi prestasi belajar siswa MTs negeri Jatinunggal kabupaten Sumedang. *JRPA-Journal of Regional Public Administration*, 4(2), 1-10.
- Tubagus, M., Haerudin, H., Fathurohman, A., Adiyono, A., & Aslan, A. (2023). THE IMPACT OF TECHNOLOGY ON ISLAMIC PESANTREN EDUCATION AND THE LEARNING OUTCOMES OF SANTRI: NEW TRENDS AND POSSIBILITIES. *Indonesian Journal of Education (INJOE)*, 3(3), Article 3.