

BUKTI KORESPONDENSI

ARTIKEL JURNAL INTERNASIONAL BEREPUTASI

Judul artikel : Determinants of Learning Achievement in Islamic Education: The
Roles of Students' Perceptions, Attitudes, and Classroom Management
Jurnal : Jurnal Pendidikan Islam, 2025, Volume 11, No. 2, 362-375
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Dear Editorial Team,

I hope this message finds you well.

In accordance with the updated submission policy of the Jurnal Pendidikan Islam (JPI) dated October 24, 2023, we are submitting our manuscript entitled "The Influence Of Students' Perceptions Of The Assessment System, Students' Consistent Attitudes, And Classroom Management On Learning Outcomes In The Learning Evaluation Course" for presubmission consideration. We understand that due to the high volume of manuscripts currently under review, all new submissions must first undergo this preliminary screening process.

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Attached to this email are the manuscript file and relevant supporting documents. We sincerely appreciate your time and consideration, and we look forward to your feedback.

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Warm regards,
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Thank you once again for considering our journal as the platform to disseminate your research. We look forward to progressing with your submission.

Best regards,

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THE INFLUENCE OF STUDENTS' PERCEPTIONS OF THE ASSESSMENT SYSTEM, STUDENTS' CONSISTENT ATTITUDES, AND CLASSROOM MANAGEMENT ON LEARNING OUTCOMES IN THE LEARNING EVALUATION COURSE

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Received: xx (month), xxxx (year). Accepted: xx (month), xxxx (year). Published: xx (month), xxxx (year)

ABSTRACT

This study investigates the influence of students' perceptions of the assessment system, istiqomah (consistency) attitudes, and classroom management on students' learning outcomes in the Evaluation of Learning course at UIN Sultan Maulana Hasanuddin (SMH) Banten, Indonesia, and Universiti Pendidikan Sultan Idris (UPSI), Malaysia. The issue addressed in this research is the variability of academic performance and its correlation with non-academic variables, especially in cross-cultural Islamic higher education contexts. The objective is to analyze how these three variables contribute to students' academic achievement. The study employed a quantitative method using a questionnaire as the primary data collection instrument, involving 190 students selected through stratified random sampling. The data were analyzed using the Partial Least Squares (PLS) approach. The results reveal that students' perceptions of the assessment system significantly influence learning outcomes (path coefficient = 0.238, $p = 0.040$), while istiqomah attitudes show no significant effect (path coefficient = -0.027, $p = 0.874$). However, classroom management demonstrates a strong positive effect on learning outcomes (path coefficient = 0.767, $p = 0.000$). These findings highlight the importance of creating a supportive and well-managed learning environment to enhance student performance. The study concludes that effective classroom management and a fair assessment system significantly impact educational quality in Islamic higher education institutions.

Keywords: Assessment System, Istiqomah Attitude, Classroom Management, and Learning Outcomes

ABSTRAK

Penelitian ini mengkaji pengaruh persepsi mahasiswa terhadap sistem penilaian, sikap istiqomah (konsistensi), dan manajemen kelas terhadap hasil belajar mahasiswa dalam mata kuliah Evaluasi Pembelajaran di UIN Sultan Maulana Hasanuddin (SMH) Banten, Indonesia, dan Universiti Pendidikan Sultan Idris (UPSI), Malaysia. Isu yang diangkat dalam penelitian ini adalah variasi dalam pencapaian akademik serta korelasinya dengan variabel non-akademik, khususnya dalam konteks pendidikan tinggi Islam lintas budaya. Tujuan penelitian ini adalah untuk menganalisis sejauh mana ketiga variabel tersebut berkontribusi terhadap prestasi akademik mahasiswa. Penelitian ini menggunakan metode kuantitatif dengan kuesioner sebagai instrumen utama pengumpulan data, melibatkan 190 mahasiswa yang dipilih melalui teknik stratified random sampling. Data dianalisis dengan pendekatan Partial Least Squares (PLS). Hasil penelitian menunjukkan bahwa persepsi mahasiswa terhadap sistem penilaian berpengaruh signifikan terhadap hasil belajar (koefisien jalur = 0,238; $p = 0,040$), sedangkan sikap istiqomah tidak menunjukkan pengaruh yang signifikan (koefisien jalur = -0,027; $p = 0,874$). Sebaliknya, manajemen kelas memberikan pengaruh positif yang kuat terhadap hasil belajar (koefisien jalur = 0,767; $p = 0,000$). Temuan ini menegaskan pentingnya menciptakan lingkungan pembelajaran yang mendukung dan dikelola dengan baik untuk meningkatkan kinerja akademik mahasiswa. Penelitian ini menyimpulkan bahwa manajemen kelas yang efektif dan sistem penilaian yang adil secara signifikan berdampak terhadap kualitas pendidikan di institusi pendidikan tinggi Islam.

Kata Kunci: Sistem Penilaian, Sikap Istiqomah, Manajemen Kelas, dan Hasil Belajar

INTRODUCTION

The State Islamic University (UIN) Sultan Maulana Hasanuddin (SMH) Banten, as one of the state Islamic higher education institutions in Serang City, Banten, implements educational programs based on the values of Pancasila and the 1945 Constitution. This institution focuses its vision and mission on creating an education system that encompasses academic excellence, character development, and the strengthening of Islamic values. The achievement of these vision and mission goals depends on the synergy of all academic community members, including lecturers, students, administrative staff, and supporting units. In this context, lecturers play a strategic role as academic executors, tasked not only with teaching but also with guiding, conducting research, and engaging in community service. (Ketonen & Nieminen, 2025; Özdemir & Kılınc, 2025; Sheng et al., 2024) These responsibilities must be carried out with a high level of commitment and integrity to ensure that students can achieve educational objectives to their fullest potential.

One of the important tasks of lecturers is to design effective learning and evaluate students' learning outcomes. Evaluation not only serves to measure students' academic success but also provides the essential feedback needed in the learning process. (Goss, 2022) Through evaluation, lecturers can identify students' strengths and weaknesses, offer remedial support when necessary, and ensure that all students have equal opportunities to achieve optimal learning outcomes. (Zeng et al., 2018) These evaluations may include written exams, individual or group assignments, projects, and other forms of assessment that are aligned with learning needs. Additionally, evaluation functions as a tool to maintain the quality of education by ensuring that the academic standards applied are in accordance with the expected learning achievements. (Chizya, 2018)

Learning is a central element in education and serves as the primary means to shape the next generation of quality individuals. (Saykılı, 2018) Within the realm of higher education, lecturers are expected to create a learning environment that supports students' intellectual, emotional, and social development. A good learning process depends not only on the quality of the material delivered but also on the teaching methods employed. (Singh-Ackbarali & Maharaj, 2014) For example, using strategies such as guided discussions, case studies, or project-based approaches can help students understand the material more deeply and make it relevant to real-life situations. Therefore, lecturers must continuously develop their competencies in designing and implementing innovative and interactive learning experiences.

However, the implementation of learning in higher education often faces quite complex challenges, particularly in terms of evaluation and classroom management. Some students have expressed dissatisfaction with the assessment system, which they perceive as lacking transparency or placing too much emphasis on memorization. (Fareed et al., 2016) Another common issue is the lack of interaction between lecturers and students, which causes the learning process to become passive. In such situations, good classroom management becomes a determining factor for the success of the learning process. (Özgenel & Bozkurt, 2019) Lecturers need to ensure that every student is actively involved in the teaching and learning process, whether through discussions, group collaborations, or online learning activities supported by technology. (Rosé & Ferschke, 2016)

Learning evaluation also holds a crucial position in ensuring that the educational process aligns with the expected objectives. (Al-Kuwari et al., 2021) Evaluation can be divided into several types, such as formative evaluation, which is conducted during the learning process to provide regular feedback, and summative evaluation, which is done at the end of the period to measure the final learning outcomes. (Bin Mubayrik, 2020) Additionally, authentic evaluation and self-assessment are effective methods for assessing students' ability to apply the knowledge they have acquired in practical situations. By using these various evaluation methods, lecturers can ensure that learning outcomes reflect students' abilities comprehensively. (Uygur et al., 2019)

This study focuses on three main variables that affect students' learning outcomes, namely students' perceptions of the assessment system, *istiqomah* attitude, and classroom management. The assessment system is a method or procedure used to measure, evaluate, and provide feedback on students' learning achievements. (Tian & Sun, 2018) Perception is the process through which a person organizes and makes sense of the information gathered through their senses to comprehend the environment around them. (Ingold, 2021) In the context of education, students' perceptions refer to how they assess and understand various aspects of learning, such as teaching, materials, and the assessment system. Students' perceptions of the assessment system often serve as an important indicator in determining their motivation to learn and their level of confidence. (Maulana et al., 2015) The *istiqomah* attitude of students, which reflects their consistency in participating in learning and completing assignments, is also considered a key factor in academic success. (Ansori & Nugraha, 2024) Additionally, classroom management is the process of managing the learning environment to create a conducive atmosphere, organizing interactions between lecturers and students, and ensuring that the learning activities run effectively and efficiently. (Grapragasem et al., 2015) Good classroom management can create a supportive learning environment, enabling students to be more focused and active in the learning process, which ultimately results in learning outcomes. Learning outcomes refer to the level of competency or knowledge achieved by students after participating in the learning process, which serves as the output to be achieved. (Syed et al., 2022)

This study was conducted at two higher education institutions, UIN SMH Banten and Universiti Pendidikan Sultan Idris (UPSI) Malaysia, which have different academic cultures and educational systems. Using a quantitative approach, the study involved 190 students as respondents. Data were collected through questionnaires designed to assess the research variables. Through statistical analysis, this study aims to evaluate the relationship between students' perceptions of the assessment system, *istiqomah* attitude, and classroom management on students' learning outcomes in the Evaluation of Learning course (Istiqomah et al., 2024; Kang & Kim, 2021; Müller & Mildemberger, 2021).

The findings of this study are anticipated to provide a significant contribution to understanding the factors that influence students' learning outcomes. The findings may also serve as a basis for lecturers and education managers to design more effective and responsive teaching strategies to meet students' needs. By understanding the differences in characteristics between UIN SMH Banten and UPSI Malaysia, this study is also expected to offer new insights into how academic cultural factors influence the learning process in two different countries.

Effective learning in higher education requires close collaboration between lecturers, students, and other supporting systems. Well-designed evaluation and effective classroom management are essential elements in creating a conducive learning environment. This study emphasizes the importance of paying attention to non-academic aspects in supporting the success of learning, with the hope that the results of this study can be used as a foundation to improve the quality of education at UIN SMH Banten and UPSI Malaysia.

METHOD

This research employs a quantitative method that emphasizes gathering and analyzing numerical data to explore the relationships among variables. This approach was chosen because it allows the researcher to evaluate the influence of students' perceptions of the assessment system, *istiqomah* attitudes, and classroom management on students' learning outcomes in the Evaluation of Learning course. The quantitative approach is conducted through a survey, using a Likert scale-based questionnaire to measure the dimensions of the variables being studied (Heo et al., 2022; Kusmaryono et al., 2022). The survey allows for the systematic collection of data from a representative sample. (Johnston et al., 2016)

The research population includes students from the Faculty of Tarbiyah and Teaching (FTK) at UIN SMH Banten and the Department of Education at UPSI Malaysia, who have taken

or are currently taking the Evaluation of Learning course. The sampling technique used is stratified random sampling to ensure fair representation from each subgroup of the population (Baltes & Ralph, 2022; Nguyen et al., 2021; Stratton, 2021). The sample is selected with a 95% confidence level and a 5% margin of error, ensuring that the data collected can be generalized to the wider population (Althubaiti, 2023; Bihu, 2021; Naing et al., 2022).

Primary data is collected through questionnaires, observations, and direct interviews with students, while secondary data is obtained from institutional documents such as evaluation reports and class management records. (Sileyew, 2019) Data analysis uses the Partial Least Square (PLS) approach, a method in Structural Equation Modeling (SEM) to evaluate causal relationships between variables. (Lowry & Gaskin, 2014) The validity and reliability of the instruments are measured through loading factors and composite reliability using SmartPLS software. (Yana et al., 2015) The measurement model includes evaluation of both the outer and inner models, with the results represented through path coefficients and R-square values. (Purwanto & Sudargini, 2021)

The procedure for testing validity is convergent validity, which involves correlating item scores (component scores) with construct scores, resulting in loading factor values. A loading factor is considered high if the indicator correlates > 0.70 with the construct being measured. For the initial stage of research development, a loading factor of 0.5 to 0.6 is considered acceptable. (Junaidi, 2021)

Reliability is related to how dependable the measurement results are and whether they provide consistent results when measured multiple times. The reliability of the research variables is measured using Cronbach's alpha coefficient and composite reliability. A measurement item is considered reliable if it has a Cronbach's alpha value greater than 0.6. (Kroehne et al., 2003)

RESULTS AND DISCUSSION

Results

This study includes 3 independent variables and 1 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 question items that have been included in the questionnaire, which was 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 Banten	90	50,00
UPSI Malaysia	90	50,00
Grand Total	180	100

The data presented in the table shows the number and percentage distribution of students from two higher education institutions, namely the State Islamic University of Sultan Maulana Hasanuddin (UIN SMH) Banten and Sultan Idris University of Education (UPSI) Malaysia. Based on the table, out of the total of 190 students involved in the study or data collection, 100 students are from UIN SMH Banten, representing 50.00% of the entire sample. Similarly, another 100 students are from UPSI Malaysia, also accounting for 50.00% of the total sample. This shows a balanced distribution between the two institutions, each with an equal representation of students. The grand total of both institutions reaches 190 students, with a total percentage of 100%. 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 be useful to ensure that there is no institutional bias in the research results, while also offering 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 first be performed to ensure that the estimated parameters are not biased, as not all simultaneity issues can be resolved. The parameters or models used must be identifiable. The identification problem from several simultaneous equations can be addressed by including at least one shifting variable (exogenous variable) into each function. The shifting variables must not be the same for each function, as this would make the functions unidentifiable again. Identification is performed on the reduced form equations, which are derived from the endogenous variables. The reduced form serves to determine the identification of 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:

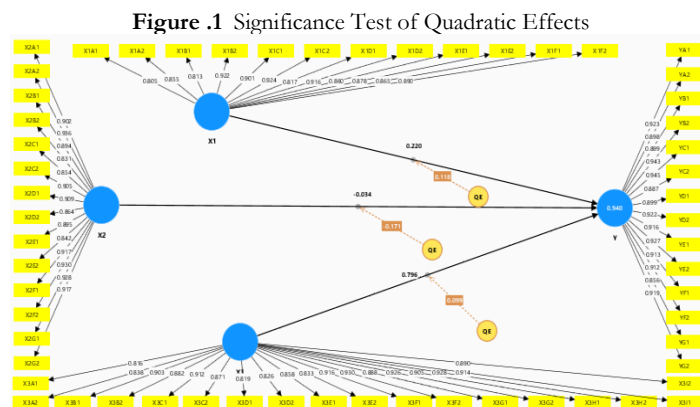


Figure 1, Significance Test of Quadratic Effects of Variables on the Quality of Education. The results of the p-value test for Students' Perceptions of the Assessment System, Students' Istiqomah Attitudes, Classroom Management, and Learning Outcomes in the Evaluation of Learning course ($p > 0.05$) indicate that the p-value must be greater than 0.05. Therefore, it can be concluded that Students' Perceptions of the Assessment System (X1), Students' Istiqomah Attitudes (X2), Classroom Management (X3), 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 Quadrant 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 must be greater than 0.05. Therefore, it can be concluded that the influence of Students' Perceptions of the Assessment System (X1), Students' Istiqomah Attitudes (X2), Classroom Management (X3), and Learning Outcomes in the Evaluation of Learning course (Y) is linear, or the linearity effect of the model is satisfied.

The reliability test is used to assess the reliability level of a research instrument, in this case, to determine whether the instrument 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 the following table 3:

Table 3. Average Variance Extracted (AVE)

	Cronbach's alpha	Composite reliability (rho_c)	Average 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 (X1), Students' Istiqomah Attitudes (X2), Classroom Management (X3), 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 determine how consistent the results of a measurement scale are. A good Cronbach's Alpha value is above 0.7, as shown in Table 4.

Table 4. Cronbach's Alpha

	Cronbach's alpha	Composite reliability (rho_c)	Average 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

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.

The calculation of composite reliability is done by examining the composite reliability values of the indicators that measure the variable's values, and it will be considered to have good composite reliability if the value is > 0.7.

Table 5. Composite Reliability

	Cronbach's alpha	Composite reliability (rho_c)	Average 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 5, the composite reliability values obtained for the variables are as follows: Classroom Management is 0.923, LMS is 0.931, Istiqomah Attitude is 0.935, and Islamic Higher Education Quality is 0.969. This means that all three variables have composite reliability values > 0.7, indicating that all variables have met the criteria and their indicators are consistent or reliable.

The model feasibility test is measured using R-square for each independent latent variable in relation to the dependent variable.(Sofyan et al., 2024) Below are the results of the R-square calculation using SmartPLS. The coefficient of determination (R-square) is a technique employed to assess how much the endogenous constructs can be accounted for by the exogenous constructs. Ideally, the R-square value should fall between 0 and 1. The criteria for R-square values are 0.67, 0.33, and 0.19, which represent strong, moderate, and weak, respectively.(Ghozali, 2014)

Tabel 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 X1, X2, and X3 on Y is 0.933, with an adjusted R-square value of 0.929. This means that all exogenous constructs (X1, X2, and X3) 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 (X1, X2, and X3) 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, meaning that 93.3% of the variance is explained by the independent variables, namely, Students' Perceptions of the Assessment System, Students' Istiqomah Attitudes, and Classroom Management. This indicates that 92.6% of the variance can be explained by these variables, while the remaining 7.4% is explained by other variables outside the scope of this study.

The path coefficient test is performed to assess the direct connection between the independent and dependent variables within the research model. This process involves statistical analysis of the path coefficients to measure the strength and direction of the influence of the independent variables on the dependent variable. In this study, the bootstrap method is used to generate path coefficient estimates along with their significance levels, considering the p-value as the main indicator for testing the hypothesis. The results of the Path Coefficient test can be seen in Table 7 below:

Tabel .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 (X1) → Learning Outcomes in the Evaluation of Learning Course (Y)	0.238	0.226	0.136	2.752	0.040
Students' Istiqomah Attitudes (X2) → Learning Outcomes in the Evaluation of Learning Course (Y)	-0.027	-0.011	0.168	0.159	0.874
Classroom Management (X3) → Learning Outcomes in the Evaluation of Learning Course (Y)	0.767	0.763	0.182	4.221	0.000

Based on Table 7, for exogenous variables, if the T-statistic value > 1.96 or the P-value is < 0.05:

Students' Perceptions of the Assessment System significantly influence Learning Outcomes in the Evaluation of Learning Course. This is evident from the T-statistic value of 2.752, which shows that the T-statistic for Students' Perceptions of the Assessment System is greater than 1.96. The P-value is 0.040, indicating that the P-value for Students' Perceptions of the Assessment System is less than 0.05. This means both values show a significant influence.

Students' Istiqomah Attitudes do not significantly influence Learning Outcomes in the Evaluation of Learning Course. This is indicated by the T-statistic value of 0.159, which shows that the T-statistic for Students' Istiqomah Attitudes is not greater than 1.96. The P-value is 0.874, which shows that the P-value for Students' Istiqomah Attitudes is greater than 0.05. This means both values indicate no significant effect.

Classroom Management significantly influences Learning Outcomes in the Evaluation of Learning Course. This is shown by the T-statistic value of 4.221, which indicates that the T-statistic for Classroom Management is greater than 1.96. The P-value is 0.000, which indicates that the P-value for Classroom Management is less than 0.05.

Discussion

The study of the research model and hypothesis testing has been thoroughly discussed in the previous subchapter. In this section, a more detailed explanation will be provided regarding the relationships and connections between the variables in the research model. Each identified variable will be analyzed based on the interactions that occur between them, which will provide a more comprehensive understanding of the dynamics in this research. This explanation also

includes how these variables influence each other, both directly and through mediation or moderation mechanisms, to give a clearer understanding of the overall research results, as follows:

Students' Perceptions of the Assessment System on Learning Outcomes in the Evaluation of Learning Course; Based on the hypothesis testing results using the bootstrapping method, it can be concluded that the variable Students' Perceptions of the Assessment System (X^1) does not have an effect on Learning Outcomes in the Evaluation of Learning Course (Y). This can be seen from the path coefficient value of 0.238, which is greater than 0.1, with a p-value of 0.040, which is greater than 0.5. This indicates that Students' Perceptions of the Assessment System has a significant positive effect on Learning Outcomes in the Evaluation of Learning Course, which is in line with the results obtained from the first hypothesis. Therefore, the first hypothesis (H_1) is accepted.

Students' Istiqomah Attitudes do not have a Direct Effect on Learning Outcomes in the Evaluation of Learning Course; Based on the hypothesis testing results using the bootstrapping method, it can be concluded that the variable Students' Istiqomah Attitudes (X^2) does not have an effect on Learning Outcomes in the Evaluation of Learning Course (Y). This can be seen from the path coefficient value of -0.027 (greater than 0.1), with a p-value of 0.874, which is greater than 0.5. This indicates that Students' Istiqomah Attitudes has a non-significant negative effect on Learning Outcomes in the Evaluation of Learning Course, which does not align with the second hypothesis. Therefore, the second hypothesis (H_2) is not accepted or is rejected.

Classroom Management has a Direct Effect on Learning Outcomes in the Evaluation of Learning Course; Based on the hypothesis testing results using the bootstrapping method, it can be concluded that the variable Classroom Management (X^3) has an effect on Learning Outcomes in the Evaluation of Learning Course (Y). This can be seen from the path coefficient value of 0.767, which is greater than 0.1, with a p-value of 0.000, which is less than 0.5. This indicates that Classroom Management has a significant positive effect on Learning Outcomes in the Evaluation of Learning Course, which aligns with the third hypothesis. Therefore, the third hypothesis (H_3) is accepted.

CONCLUSION

The conclusion of this study shows that the variables examined have varying effects on the learning outcomes of the Evaluation of Learning course. Students' perceptions of the assessment system (X^1) were found to have a significant influence, with a path coefficient of 0.238 and a p-value of 0.040. Therefore, the first hypothesis is accepted, confirming that a positive perception of the assessment system can directly improve learning outcomes. On the other hand, students' istiqomah attitudes (X^2) did not show a significant effect, with a negative path coefficient of -0.027 and a p-value of 0.874. Thus, the second hypothesis is rejected, although in the context of Islamic education, istiqomah attitudes are considered important. Classroom management (X^3) has a significant and positive effect on learning outcomes, with a path coefficient of 0.767 and a p-value of 0.000, so the third hypothesis is accepted. These results emphasize that good classroom management is a key factor in creating a conducive learning environment and enhancing students' academic achievements. Overall, this study highlights the importance of synergy between a fair assessment system and effective classroom management in supporting the success of the learning process.

ACKNOWLEDGMENT

The authors would like to express their sincere gratitude to UIN Sultan Maulana Hasanuddin Banten and Universiti Pendidikan Sultan Idris (UPSI) Malaysia for the support and opportunity to conduct this collaborative research. Special thanks are extended to all students who participated as respondents, as well as to the academic staff and administrative personnel who facilitated the data collection process. The authors also appreciate the constructive feedback provided by the reviewers, which greatly contributed to the improvement of this manuscript.

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**2. Bukti konfirmasi Review, Hasil Review, and
Pemberitahuan Revisi
(2 Oktober 2025)**

Notifications



[JPI] Editor Decision

2025-10-02 01:18 PM

Enung Nugraha , E. Syarifuddin , Syaza Hazwani Zaini:

We have reached a decision regarding your submission to Jurnal Pendidikan Islam, "THE INFLUENCE OF STUDENTS' PERCEPTIONS OF THE ASSESSMENT SYSTEM, STUDENTS' CONSISTENT ATTITUDES, AND CLASSROOM MANAGEMENT ON LEARNING OUTCOMES IN THE LEARNING EVALUATION COURSE".

Our decision is: Revisions Required

Reviewer A:

Dear Editor and Author,

I have carefully reviewed the manuscript and provided feedback for improvement. Overall, the paper demonstrates valuable insights and a strong integration of Islamic scientific ethics, which adds depth to the research. However, there are several areas that require revision to enhance the clarity, coherence, and scholarly contribution of the study.

In particular, I recommend improving the organization and flow of the introduction, refining the explanation of methods and analytical choices, ensuring clarity and accuracy in figures and tables, and expanding the discussion to highlight the implications and potential scalability of the findings. Attention should also be given to the consistency of references, especially by including DOIs where applicable, and aligning the manuscript more closely with the journal's template and academic standards.

I kindly ask the author(s) to review the detailed notes provided in the manuscript file and make the necessary revisions.

Sincerely,

Reviewer

Recommendation: Revisions Required

Reviewer B:

Dear Editor and Author,

Assalamu'alaikum warahmatullahi wabarakatuh,

I hope this message finds you in good health.

I have carefully reviewed the submitted manuscript. After a thorough evaluation, I have provided several suggestions and comments that I believe are important to address in order to enhance the clarity, coherence, and overall quality of the paper.

Please refer to the attached file for a comprehensive review and detailed feedback.

Thank you for the opportunity to contribute to the review process for *Jurnal Pendidikan Islam*. I hope the feedback will be helpful for the further development of the manuscript.

Wassalamu'alaikum warahmatullahi wabarakatuh,

Best regards,

Reviewer

Recommendation: Revisions Required

JURNAL PENDIDIKAN
ISLAM <http://journal.uinsgd.ac.id/index.php/jpi>

REVIEWER 1

THE INFLUENCE OF STUDENTS' PERCEPTIONS OF THE ASSESSMENT SYSTEM, STUDENTS' CONSISTENT ATTITUDES, AND CLASSROOM MANAGEMENT ON LEARNING OUTCOMES IN THE LEARNING EVALUATION COURSE

ABSTRACT

This study investigates the influence of students' perceptions of the assessment system, istiqomah (consistency) attitudes, and classroom management on students' learning outcomes in the Evaluation of Learning course at UIN Sultan Maulana Hasanuddin (SMH) Banten, Indonesia, and Universiti Pendidikan Sultan Idris (UPSI), Malaysia. The issue addressed in this research is the variability of academic performance and its correlation with non-academic variables, especially in cross-cultural Islamic higher education contexts. The objective is to analyze how these three variables contribute to students' academic achievement. The study employed a quantitative method using a questionnaire as the primary data collection instrument, involving 190 students selected through stratified random sampling. The data were analyzed using the Partial Least Squares (PLS) approach. The results reveal that students' perceptions of the assessment system significantly influence learning outcomes (path coefficient = 0.238, $p = 0.040$), while istiqomah attitudes show no significant effect (path coefficient = -0.027, $p = 0.874$). However, classroom management demonstrates a strong positive effect on learning outcomes (path coefficient = 0.767, $p = 0.000$). These findings highlight the importance of creating a supportive and well-managed learning environment to enhance student performance. The study concludes that effective classroom management and a fair assessment system significantly impact educational quality in Islamic higher education institutions.

Keywords: Assessment System, Istiqomah Attitude, Classroom Management, and Learning Outcomes

ABSTRAK

Penelitian ini mengkaji pengaruh persepsi mahasiswa terhadap sistem penilaian, sikap istiqomah (konsistensi), dan manajemen kelas terhadap hasil belajar mahasiswa dalam mata kuliah Evaluasi Pembelajaran di UIN Sultan Maulana Hasanuddin (SMH) Banten, Indonesia, dan Universiti Pendidikan Sultan Idris (UPSI), Malaysia. Isu yang diangkat dalam penelitian ini adalah variasi dalam pencapaian akademik serta korelasinya dengan variabel non-akademik, khususnya dalam konteks pendidikan tinggi Islam lintas budaya. Tujuan penelitian ini adalah untuk menganalisis sejauh mana ketiga variabel tersebut berkontribusi terhadap prestasi akademik mahasiswa. Penelitian ini menggunakan metode kuantitatif dengan kuesioner sebagai instrumen utama pengumpulan data, melibatkan 190 mahasiswa yang dipilih melalui teknik stratified random sampling. Data dianalisis dengan pendekatan Partial Least Squares (PLS). Hasil penelitian menunjukkan bahwa persepsi mahasiswa terhadap sistem penilaian berpengaruh signifikan terhadap hasil belajar (koefisien jalur = 0,238; $p = 0,040$), sedangkan sikap istiqomah tidak menunjukkan pengaruh yang signifikan (koefisien jalur = -0,027; $p = 0,874$). Sebaliknya, manajemen kelas memberikan pengaruh positif yang kuat terhadap hasil belajar (koefisien jalur = 0,767; $p = 0,000$). Temuan ini menegaskan pentingnya menciptakan lingkungan pembelajaran yang mendukung dan dikelola dengan baik untuk meningkatkan kinerja akademik mahasiswa. Penelitian ini menyimpulkan bahwa manajemen kelas yang efektif dan sistem penilaian yang adil secara signifikan berdampak terhadap kualitas pendidikan di institusi pendidikan tinggi Islam.

Kata Kunci: Sistem Penilaian, Sikap Istiqomah, Manajemen Kelas, dan Hasil Belajar

INTRODUCTION

The State Islamic University (UIN) Sultan Maulana Hasanuddin (SMH) Banten, as one of the state Islamic higher education institutions in Serang City, Banten, implements educational programs based on the values of Pancasila and the 1945 Constitution. This institution focuses its vision and mission on creating an education system that encompasses academic excellence, character

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development, and the strengthening of Islamic values. The achievement of these vision and mission goals depends on the synergy of all academic community members, including lecturers, students, administrative staff, and supporting units. In this context, lecturers play a strategic role as academic executors, tasked not only with teaching but also with guiding, conducting research, and engaging in community service.(Ketonen & Nieminen, 2025; Özdemir & Kılınc, 2025; Sheng et al., 2024) These responsibilities must be carried out with a high level of commitment and integrity to ensure that students can achieve educational objectives to their fullest potential.

One of the important tasks of lecturers is to design effective learning and evaluate students' learning outcomes. Evaluation not only serves to measure students' academic success but also provides the essential feedback needed in the learning process.(Goss, 2022) Through evaluation, lecturers can identify students' strengths and weaknesses, offer remedial support when necessary, and ensure that all students have equal opportunities to achieve optimal learning outcomes.(Zeng et al., 2018) These evaluations may include written exams, individual or group assignments, projects, and other forms of assessment that are aligned with learning needs. Additionally, evaluation functions as a tool to maintain the quality of education by ensuring that the academic standards applied are in accordance with the expected learning achievements.(Chizya, 2018)

Learning is a central element in education and serves as the primary means to shape the next generation of quality individuals.(Saykılı, 2018) Within the realm of higher education, lecturers are expected to create a learning environment that supports students' intellectual, emotional, and social development. A good learning process depends not only on the quality of the material delivered but also on the teaching methods employed.(Singh-Ackbarali & Maharaj, 2014) For example, using strategies such as guided discussions, case studies, or project-based approaches can help students understand the material more deeply and make it relevant to real-life situations. Therefore, lecturers must continuously develop their competencies in designing and implementing innovative and interactive learning experiences.

However, the implementation of learning in higher education often faces quite complex challenges, particularly in terms of evaluation and classroom management. Some students have expressed dissatisfaction with the assessment system, which they perceive as lacking transparency or placing too much emphasis on memorization.(Fareed et al., 2016) Another common issue is the lack of interaction between lecturers and students, which causes the learning process to become passive. In such situations, good classroom management becomes a determining factor for the success of the learning process.(Özgenel & Bozkurt, 2019) Lecturers need to ensure that every student is actively involved in the teaching and learning process, whether through discussions, group collaborations, or online learning activities supported by technology.(Rosé & Ferschke, 2016)

Learning evaluation also holds a crucial position in ensuring that the educational process aligns with the expected objectives.(Al-Kuwari et al., 2021) Evaluation can be divided into several types, such as formative evaluation, which is conducted during the learning process to provide regular feedback, and summative evaluation, which is done at the end of the period to measure the final learning outcomes.(Bin Mubayrik, 2020) Additionally, authentic evaluation and self-assessment are effective methods for assessing students' ability to apply the knowledge they have acquired in practical situations. By using these various evaluation methods, lecturers can ensure that learning outcomes reflect students' abilities comprehensively.(Uygur et al., 2019)

This study focuses on three main variables that affect students' learning outcomes, namely students' perceptions of the assessment system, istiqomah attitude, and classroom management. The assessment system is a method or procedure used to measure, evaluate, and provide feedback on students' learning achievements.(Tian & Sun, 2018) Perception is the process through which a person organizes and makes sense of the information gathered through their senses to comprehend the environment around them.(Ingold, 2021) In the context of education, students' perceptions refer to how they assess and understand various aspects of learning, such as teaching, materials, and the assessment system. Students' perceptions of the assessment system often serve

as an important indicator in determining their motivation to learn and their level of confidence.(Maulana et al., 2015) The istiqomah attitude of students, which reflects their consistency in participating in learning and completing assignments, is also considered a key factor in academic success.(Ansori & Nugraha, 2024) Additionally, classroom management is the process of managing the learning environment to create a conducive atmosphere, organizing interactions between lecturers and students, and ensuring that the learning activities run effectively and efficiently.(Grapragasem et al., 2015) Good classroom management can create a supportive learning environment, enabling students to be more focused and active in the learning process, which ultimately results in learning outcomes. Learning outcomes refer to the level of competency or knowledge achieved by students after participating in the learning process, which serves as the output to be achieved.(Syeed et al., 2022)

This study was conducted at two higher education institutions, UIN SMH Banten and Universiti Pendidikan Sultan Idris (UPSI) Malaysia, which have different academic cultures and educational systems. Using a quantitative approach, the study involved 190 students as respondents. Data were collected through questionnaires designed to assess the research variables. Through statistical analysis, this study aims to evaluate the relationship between students' perceptions of the assessment system, istiqomah attitude, and classroom management on students' learning outcomes in the Evaluation of Learning course (Istiqomah et al., 2024; Kang & Kim, 2021; Müller & Mildenerger, 2021).

The findings of this study are anticipated to provide a significant contribution to understanding the factors that influence students' learning outcomes. The findings may also serve as a basis for lecturers and education managers to design more effective and responsive teaching strategies to meet students' needs. By understanding the differences in characteristics between UIN SMH Banten and UPSI Malaysia, this study is also expected to offer new insights into how academic cultural factors influence the learning process in two different countries.

Effective learning in higher education requires close collaboration between lecturers, students, and other supporting systems. Well-designed evaluation and effective classroom management are essential elements in creating a conducive learning environment. This study emphasizes the importance of paying attention to non-academic aspects in supporting the success of learning, with the hope that the results of this study can be used as a foundation to improve the quality of education at UIN SMH Banten and UPSI Malaysia.

PREVIOUS STUDIES...

GAP TO FILL...

METHOD

This research employs a quantitative method that emphasizes gathering and analyzing numerical data to explore the relationships among variables. This approach was chosen because it allows the researcher to evaluate the influence of students' perceptions of the assessment system, istiqomah attitudes, and classroom management on students' learning outcomes in the Evaluation of Learning course. The quantitative approach is conducted through a survey, using a Likert scale-based questionnaire to measure the dimensions of the variables being studied (Heo et al., 2022; Kusmaryono et al., 2022). The survey allows for the systematic collection of data from a representative sample.(Johnston et al., 2016)

The research population includes students from the Faculty of Tarbiyah and Teaching (FTK) at UIN SMH Banten and the Department of Education at UPSI Malaysia, who have taken or are currently taking the Evaluation of Learning course. The sampling technique used is stratified random sampling to ensure fair representation from each subgroup of the population (Baltes & Ralph, 2022; Nguyen et al., 2021; Stratton, 2021). The sample is selected with a 95% confidence level and a 5% margin of error, ensuring that the data collected can be generalized to the wider population (Althubaiti, 2023; Bihu, 2021; Naing et al., 2022).

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Primary data is collected through questionnaires, observations, and direct interviews with students, while secondary data is obtained from institutional documents such as evaluation reports and class management records.(Sileyew, 2019) Data analysis uses the Partial Least Square (PLS) approach, a method in Structural Equation Modeling (SEM) to evaluate causal relationships between variables.(Lowry & Gaskin, 2014) The validity and reliability of the instruments are measured through loading factors and composite reliability using SmartPLS software.(Yana et al., 2015) The measurement model includes evaluation of both the outer and inner models, with the results represented through path coefficients and R-square values.(Purwanto & Sudargini, 2021)

The procedure for testing validity is convergent validity, which involves correlating item scores (component scores) with construct scores, resulting in loading factor values. A loading factor is considered high if the indicator correlates > 0.70 with the construct being measured. For the initial stage of research development, a loading factor of 0.5 to 0.6 is considered acceptable.(Junaidi, 2021)

Reliability is related to how dependable the measurement results are and whether they provide consistent results when measured multiple times. The reliability of the research variables is measured using Cronbach's alpha coefficient and composite reliability. A measurement item is considered reliable if it has a Cronbach's alpha value greater than 0.6.(Kroehne et al., 2003)

FRAMEWORK CHOSEN FOR THIS STUDY SHOULD BE EXPLAINED!

RESULTS AND DISCUSSION

Results

This study includes 3 independent variables and 1 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 question items that have been included in the questionnaire, which was distributed to the respondents. The profile of the respondents identified in Table 1 is as follows:

Table 8. Respondent Characteristics Based on Campus

Row Labels	Count of Campus Name	Percentage
UIN SMH Banten	90	50,00
UPSI Malaysia	90	50,00
Grand Total	180	100

The data presented in the table shows the number and percentage distribution of students from two higher education institutions, namely the State Islamic University of Sultan Maulana Hasanuddin (UIN SMH) Banten and Sultan Idris University of Education (UPSI) Malaysia. Based on the table, out of the total of 190 students involved in the study or data collection, 100 students are from UIN SMH Banten, representing 50.00% of the entire sample. Similarly, another 100 students are from UPSI Malaysia, also accounting for 50.00% of the total sample. This shows a balanced distribution between the two institutions, each with an equal representation of students. The grand total of both institutions reaches 190 students, with a total percentage of 100%. 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 be useful to ensure that there is no institutional bias in the research results, while also offering 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 first be performed to ensure that the estimated parameters are not biased, as not all simultaneity issues can be resolved. The parameters or models used must be identifiable. The identification problem from several simultaneous equations can be addressed by including at least one shifting variable

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(exogenous variable) into each function. The shifting variables must not be the same for each function, as this would make the functions unidentifiable again. Identification is performed on the reduced form equations, which are derived from the endogenous variables. The reduced form serves to determine the identification of 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 .2 Significance Test of Quadratic Effects

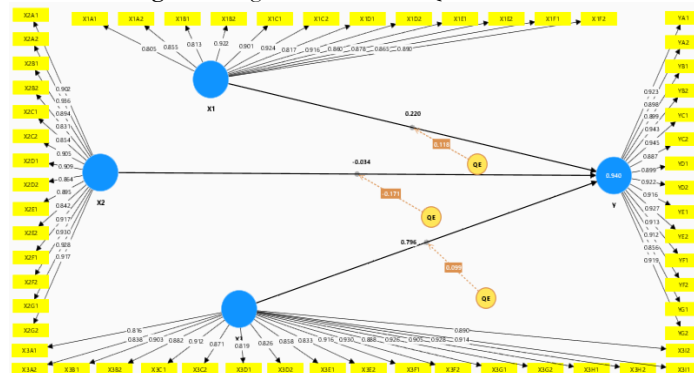


Figure 1, Significance Test of Quadratic Effects of Variables on the Quality of Education. The results of the p-value test for Students' Perceptions of the Assessment System, Students' Istiqomah Attitudes, Classroom Management, and Learning Outcomes in the Evaluation of Learning course ($p > 0.05$) indicate that the p-value must be greater than 0.05. Therefore, it can be concluded that Students' Perceptions of the Assessment System (X1), Students' Istiqomah Attitudes (X2), Classroom Management (X3), and Learning Outcomes in the Evaluation of Learning course (Y) are linear, or the linearity effect of the model is satisfied.

Table 9. 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 Quadrant 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 must be greater than 0.05. Therefore, it can be concluded that the influence of Students' Perceptions of the Assessment System (X1), Students' Istiqomah Attitudes (X2), Classroom Management (X3), and Learning Outcomes in the Evaluation of Learning course (Y) is linear, or the linearity effect of the model is satisfied.

The reliability test is used to assess the reliability level of a research instrument, in this case, to determine whether the instrument 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 the following table 3:

Table 10. Average Variance Extracted (AVE)

	Cronbach's alpha	Composite reliability (rho_c)	Average 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 (X1), Students' Istiqomah Attitudes (X2), Classroom Management (X3), 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 determine how consistent the results of a measurement scale are. A good Cronbach's Alpha value is above 0.7, as shown in Table 4.

Table 11. Cronbach's Alpha

	Cronbach's alpha	Composite reliability (rho_c)	Average 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

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.

The calculation of composite reliability is done by examining the composite reliability values of the indicators that measure the variable's values, and it will be considered to have good composite reliability if the value is > 0.7.

Table 12. Composite Reliability

	Cronbach's alpha	Composite reliability (rho_c)	Average 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 5, the composite reliability values obtained for the variables are as follows: Classroom Management is 0.923, LMS is 0.931, Istiqomah Attitude is 0.935, and Islamic Higher Education Quality is 0.969. This means that all three variables have composite reliability values > 0.7, indicating that all variables have met the criteria and their indicators are consistent or reliable.

The model feasibility test is measured using R-square for each independent latent variable in relation to the dependent variable.(Sofyan et al., 2024) Below are the results of the R-square calculation using SmartPLS. The coefficient of determination (R-square) is a technique employed to assess how much the endogenous constructs can be accounted for by the exogenous constructs. Ideally, the R-square value should fall between 0 and 1. The criteria for R-square values are 0.67, 0.33, and 0.19, which represent strong, moderate, and weak, respectively.(Ghozali, 2014)

Tabel 13. R-Square Value

	R-square	R-square adjusted
Y	0.933	0.929

The R-Square value for the simultaneous or collective influence of X1, X2, and X3 on Y is 0.933, with an adjusted R-square value of 0.929. This means that all exogenous constructs (X1, X2, and X3) 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 (X1, X2, and X3) 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, meaning that 93.3% of the variance is explained by the independent variables, namely, Students' Perceptions of the Assessment System, Students' Istiqomah Attitudes, and Classroom Management. This indicates that 92.6% of the variance can be explained by these variables, while the remaining 7.4% is explained by other variables outside the scope of this study.

The path coefficient test is performed to assess the direct connection between the independent and dependent variables within the research model. This process involves statistical analysis of the path coefficients to measure the strength and direction of the influence of the independent variables on the dependent variable. In this study, the bootstrap method is used to generate path coefficient estimates along with their significance levels, considering the p-value as the main indicator for testing the hypothesis. The results of the Path Coefficient test can be seen in Table 7 below:

Tabel .14
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 (X1) → Learning Outcomes in the Evaluation of Learning Course (Y)	0.238	0.226	0.136	2.752	0.040
Students' Istiqomah Attitudes (X2) → Learning Outcomes in the Evaluation of Learning Course (Y)	-0.027	-0.011	0.168	0.159	0.874
Classroom Management (X3) → Learning Outcomes in the Evaluation of Learning Course (Y)	0.767	0.763	0.182	4.221	0.000

Based on Table 7, for exogenous variables, if the T-statistic value > 1.96 or the P-value is < 0.05:

Students' Perceptions of the Assessment System significantly influence Learning Outcomes in the Evaluation of Learning Course. This is evident from the T-statistic value of 2.752, which shows that the T-statistic for Students' Perceptions of the Assessment System is greater than 1.96. The P-value is 0.040, indicating that the P-value for Students' Perceptions of the Assessment System is less than 0.05. This means both values show a significant influence.

Students' Istiqomah Attitudes do not significantly influence Learning Outcomes in the Evaluation of Learning Course. This is indicated by the T-statistic value of 0.159, which shows that the T-statistic for Students' Istiqomah Attitudes is not greater than 1.96. The P-value is 0.874, which shows that the P-value for Students' Istiqomah Attitudes is greater than 0.05. This means both values indicate no significant effect.

Classroom Management significantly influences Learning Outcomes in the Evaluation of Learning Course. This is shown by the T-statistic value of 4.221, which indicates that the T-statistic for Classroom Management is greater than 1.96. The P-value is 0.000, which indicates that the P-value for Classroom Management is less than 0.05.

Discussion

The study of the research model and hypothesis testing has been thoroughly discussed in the previous subchapter. In this section, a more detailed explanation will be provided regarding the relationships and connections between the variables in the research model. Each identified variable will be analyzed based on the interactions that occur between them, which will provide a more comprehensive understanding of the dynamics in this research. This explanation also

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includes how these variables influence each other, both directly and through mediation or moderation mechanisms, to give a clearer understanding of the overall research results, as follows:

Students' Perceptions of the Assessment System on Learning Outcomes in the Evaluation of Learning Course; Based on the hypothesis testing results using the bootstrapping method, it can be concluded that the variable Students' Perceptions of the Assessment System (X^1) does not have an effect on Learning Outcomes in the Evaluation of Learning Course (Y). This can be seen from the path coefficient value of 0.238, which is greater than 0.1, with a p-value of 0.040, which is greater than 0.5. This indicates that Students' Perceptions of the Assessment System has a significant positive effect on Learning Outcomes in the Evaluation of Learning Course, which is in line with the results obtained from the first hypothesis. Therefore, the first hypothesis (H_1) is accepted.

Students' Istiqomah Attitudes do not have a Direct Effect on Learning Outcomes in the Evaluation of Learning Course; Based on the hypothesis testing results using the bootstrapping method, it can be concluded that the variable Students' Istiqomah Attitudes (X^2) does not have an effect on Learning Outcomes in the Evaluation of Learning Course (Y). This can be seen from the path coefficient value of -0.027 (greater than 0.1), with a p-value of 0.874, which is greater than 0.5. This indicates that Students' Istiqomah Attitudes has a non-significant negative effect on Learning Outcomes in the Evaluation of Learning Course, which does not align with the second hypothesis. Therefore, the second hypothesis (H_2) is not accepted or is rejected.

Classroom Management has a Direct Effect on Learning Outcomes in the Evaluation of Learning Course; Based on the hypothesis testing results using the bootstrapping method, it can be concluded that the variable Classroom Management (X^3) has an effect on Learning Outcomes in the Evaluation of Learning Course (Y). This can be seen from the path coefficient value of 0.767, which is greater than 0.1, with a p-value of 0.000, which is less than 0.5. This indicates that Classroom Management has a significant positive effect on Learning Outcomes in the Evaluation of Learning Course, which aligns with the third hypothesis. Therefore, the third hypothesis (H_3) is accepted.

DISCUSSION requires 8-10 paragraphs

CONCLUSION

The conclusion of this study shows that the variables examined have varying effects on the learning outcomes of the Evaluation of Learning course. Students' perceptions of the assessment system (X^1) were found to have a significant influence, with a path coefficient of 0.238 and a p-value of 0.040. Therefore, the first hypothesis is accepted, confirming that a positive perception of the assessment system can directly improve learning outcomes. On the other hand, students' istiqomah attitudes (X^2) did not show a significant effect, with a negative path coefficient of -0.027 and a p-value of 0.874. Thus, the second hypothesis is rejected, although in the context of Islamic education, istiqomah attitudes are considered important. Classroom management (X^3) has a significant and positive effect on learning outcomes, with a path coefficient of 0.767 and a p-value of 0.000, so the third hypothesis is accepted. These results emphasize that good classroom management is a key factor in creating a conducive learning environment and enhancing students' academic achievements. Overall, this study highlights the importance of synergy between a fair assessment system and effective classroom management in supporting the success of the learning process.

ACKNOWLEDGMENT

The authors would like to express their sincere gratitude to UIN Sultan Maulana Hasanuddin Banten and Universiti Pendidikan Sultan Idris (UPSI) Malaysia for the support and opportunity to conduct this collaborative research. Special thanks are extended to all students who participated as respondents, as well as to the academic staff and administrative personnel who facilitated the data

collection process. The authors also appreciate the constructive feedback provided by the reviewers, which greatly contributed to the improvement of this manuscript.

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REVIEWER 2

THE INFLUENCE OF STUDENTS' PERCEPTIONS OF THE ASSESSMENT SYSTEM, STUDENTS' CONSISTENT ATTITUDES, AND CLASSROOM MANAGEMENT ON LEARNING OUTCOMES IN THE LEARNING EVALUATION COURSE

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ABSTRACT

This study investigates the influence of students' perceptions of the assessment system, istiqomah (consistency) attitudes, and classroom management on students' learning outcomes in the Evaluation of Learning course at UIN Sultan Maulana Hasanuddin (SMH) Banten, Indonesia, and Universiti Pendidikan Sultan Idris (UPSI), Malaysia. The issue addressed in this research is the variability of academic performance and its correlation with non-academic variables, especially in cross-cultural Islamic higher education contexts. The objective is to analyze how these three variables contribute to students' academic achievement. The study employed a quantitative method using a questionnaire as the primary data collection instrument, involving 190 students selected through stratified random sampling. The data were analyzed using the Partial Least Squares (PLS) approach. The results reveal that students' perceptions of the assessment system significantly influence learning outcomes (path coefficient = 0.238, $p = 0.040$), while istiqomah attitudes show no significant effect (path coefficient = -0.027, $p = 0.874$). However, classroom management demonstrates a strong positive effect on learning outcomes (path coefficient = 0.767, $p = 0.000$). These findings highlight the importance of creating a supportive and well-managed learning environment to enhance student performance. The study concludes that effective classroom management and a fair assessment system significantly impact educational quality in Islamic higher education institutions.

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STATE THE IMPLICATION OF THE RESEARCH FOR ISLAMIC EDUCATION

Keywords: Assessment System, Istiqomah Attitude, Classroom Management, and Learning Outcomes

ABSTRAK

Penelitian ini mengkaji pengaruh persepsi mahasiswa terhadap sistem penilaian, sikap istiqomah (konsistensi), dan manajemen kelas terhadap hasil belajar mahasiswa dalam mata kuliah Evaluasi Pembelajaran di UIN Sultan Maulana Hasanuddin (SMH) Banten, Indonesia, dan Universiti Pendidikan Sultan Idris (UPSI), Malaysia. Isu yang diangkat dalam penelitian ini adalah variasi dalam pencapaian akademik serta korelasinya dengan variabel non-akademik, khususnya dalam konteks pendidikan tinggi Islam lintas budaya. Tujuan penelitian ini adalah untuk menganalisis sejauh mana ketiga variabel tersebut berkontribusi terhadap prestasi akademik mahasiswa. Penelitian ini menggunakan metode kuantitatif dengan kuesioner sebagai instrumen utama pengumpulan data, melibatkan 190 mahasiswa yang dipilih melalui teknik stratified random sampling. Data dianalisis dengan pendekatan Partial Least Squares (PLS). Hasil penelitian menunjukkan bahwa persepsi mahasiswa terhadap sistem penilaian berpengaruh signifikan terhadap hasil belajar (koefisien jalur = 0,238; $p = 0,040$), sedangkan sikap istiqomah tidak menunjukkan pengaruh yang signifikan (koefisien jalur = -0,027; $p = 0,874$). Sebaliknya, manajemen kelas memberikan pengaruh positif yang kuat terhadap hasil belajar (koefisien jalur = 0,767; $p = 0,000$). Temuan ini menegaskan pentingnya menciptakan lingkungan pembelajaran yang mendukung dan dikelola dengan baik untuk meningkatkan kinerja akademik mahasiswa. Penelitian ini menyimpulkan bahwa manajemen kelas yang efektif dan sistem penilaian yang adil secara signifikan berdampak terhadap kualitas pendidikan di institusi pendidikan tinggi Islam.

Kata Kunci: Sistem Penilaian, Sikap Istiqomah, Manajemen Kelas, dan Hasil Belajar

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INTRODUCTION

WRITE OPENING PARAGRAPH TO STATE THE ISSUE IN GLOBAL CONTEXT!

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The State Islamic University (UIN) Sultan Maulana Hasanuddin (SMH) Banten, as one of the state Islamic higher education institutions in Serang City, Banten, implements educational programs based on the values of Pancasila and the 1945 Constitution. This institution focuses its vision and mission on creating an education system that encompasses academic excellence, character development, and the strengthening of Islamic values. The achievement of these vision and mission goals depends on the synergy of all academic community members, including lecturers, students, administrative staff, and supporting units. In this context, lecturers play a strategic role as academic executors, tasked not only with teaching but also with guiding, conducting research, and engaging in community service.(Ketonen & Nieminen, 2025; Özdemir & Kılınc, 2025; Sheng et al., 2024) These responsibilities must be carried out with a high level of commitment and integrity to ensure that students can achieve educational objectives to their fullest potential.

One of the important tasks of lecturers is to design effective learning and evaluate students' learning outcomes. Evaluation not only serves to measure students' academic success but also provides the essential feedback needed in the learning process.(Goss, 2022) Through evaluation, lecturers can identify students' strengths and weaknesses, offer remedial support when necessary, and ensure that all students have equal opportunities to achieve optimal learning outcomes.(Zeng et al., 2018) These evaluations may include written exams, individual or group assignments, projects, and other forms of assessment that are aligned with learning needs. Additionally, evaluation functions as a tool to maintain the quality of education by ensuring that the academic standards applied are in accordance with the expected learning achievements.(Chizya, 2018)

Learning is a central element in education and serves as the primary means to shape the next generation of quality individuals.(Saykılı, 2018) Within the realm of higher education, lecturers are expected to create a learning environment that supports students' intellectual, emotional, and social development. A good learning process depends not only on the quality of the material delivered but also on the teaching methods employed.(Singh-Ackbarali & Maharaj, 2014) For example, using strategies such as guided discussions, case studies, or project-based approaches can help students understand the material more deeply and make it relevant to real-life situations. Therefore, lecturers must continuously develop their competencies in designing and implementing innovative and interactive learning experiences.

However, the implementation of learning in higher education often faces quite complex challenges, particularly in terms of evaluation and classroom management. Some students have expressed dissatisfaction with the assessment system, which they perceive as lacking transparency or placing too much emphasis on memorization.(Fareed et al., 2016) Another common issue is the lack of interaction between lecturers and students, which causes the learning process to become passive. In such situations, good classroom management becomes a determining factor for the success of the learning process.(Özgenel & Bozkurt, 2019) Lecturers need to ensure that every student is actively involved in the teaching and learning process, whether through discussions, group collaborations, or online learning activities supported by technology.(Rosé & Ferschke, 2016)

Learning evaluation also holds a crucial position in ensuring that the educational process aligns with the expected objectives.(Al-Kuwari et al., 2021) Evaluation can be divided into several types, such as formative evaluation, which is conducted during the learning process to provide regular feedback, and summative evaluation, which is done at the end of the period to measure the final learning outcomes.(Bin Mubayrik, 2020) Additionally, authentic evaluation and self-assessment are effective methods for assessing students' ability to apply the knowledge they have acquired in practical situations. By using these various evaluation methods, lecturers can ensure that learning outcomes reflect students' abilities comprehensively.(Uygur et al., 2019)

This study focuses on three main variables that affect students' learning outcomes, namely students' perceptions of the assessment system, *istiqomah* attitude, and classroom management. The assessment system is a method or procedure used to measure, evaluate, and provide feedback on students' learning achievements.(Tian & Sun, 2018) Perception is the process through which a

person organizes and makes sense of the information gathered through their senses to comprehend the environment around them.(Ingold, 2021) In the context of education, students' perceptions refer to how they assess and understand various aspects of learning, such as teaching, materials, and the assessment system. Students' perceptions of the assessment system often serve as an important indicator in determining their motivation to learn and their level of confidence.(Maulana et al., 2015) The istiqomah attitude of students, which reflects their consistency in participating in learning and completing assignments, is also considered a key factor in academic success.(Ansori & Nugraha, 2024) Additionally, classroom management is the process of managing the learning environment to create a conducive atmosphere, organizing interactions between lecturers and students, and ensuring that the learning activities run effectively and efficiently.(Grapragasem et al., 2015) Good classroom management can create a supportive learning environment, enabling students to be more focused and active in the learning process, which ultimately results in learning outcomes. Learning outcomes refer to the level of competency or knowledge achieved by students after participating in the learning process, which serves as the output to be achieved.(Syed et al., 2022)

This study was conducted at two higher education institutions, UIN SMH Banten and Universiti Pendidikan Sultan Idris (UPSI) Malaysia, which have different academic cultures and educational systems. Using a quantitative approach, the study involved 190 students as respondents. Data were collected through questionnaires designed to assess the research variables. Through statistical analysis, this study aims to evaluate the relationship between students' perceptions of the assessment system, istiqomah attitude, and classroom management on students' learning outcomes in the Evaluation of Learning course (Istiqomah et al., 2024; Kang & Kim, 2021; Müller & Mildemberger, 2021).

The findings of this study are anticipated to provide a significant contribution to understanding the factors that influence students' learning outcomes. The findings may also serve as a basis for lecturers and education managers to design more effective and responsive teaching strategies to meet students' needs. By understanding the differences in characteristics between UIN SMH Banten and UPSI Malaysia, this study is also expected to offer new insights into how academic cultural factors influence the learning process in two different countries.

Effective learning in higher education requires close collaboration between lecturers, students, and other supporting systems. Well-designed evaluation and effective classroom management are essential elements in creating a conducive learning environment. This study emphasizes the importance of paying attention to non-academic aspects in supporting the success of learning, with the hope that the results of this study can be used as a foundation to improve the quality of education at UIN SMH Banten and UPSI Malaysia.

Highlight the **research gap** (few studies linking assessment perception, istiqomah, and classroom management in cross-cultural Islamic HEIs).

State the **objective** (to analyze influence on learning outcomes).

Note the **significance** (theoretical + practical contributions).

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METHOD

This research employs a quantitative method that emphasizes gathering and analyzing numerical data to explore the relationships among variables. This approach was chosen because it allows the researcher to evaluate the influence of students' perceptions of the assessment system, istiqomah attitudes, and classroom management on students' learning outcomes in the Evaluation of Learning course. The quantitative approach is conducted through a survey, using a Likert scale-based questionnaire to measure the dimensions of the variables being studied (Heo et al., 2022; Kusmaryono et al., 2022). The survey allows for the systematic collection of data from a representative sample.(Johnston et al., 2016)

The research population includes students from the Faculty of Tarbiyah and Teaching (FTK) at UIN SMH Banten and the Department of Education at UPSI Malaysia, who have taken or are currently taking the Evaluation of Learning course. The sampling technique used is stratified random sampling to ensure fair representation from each subgroup of the population (Baltes & Ralph, 2022; Nguyen et al., 2021; Stratton, 2021). The sample is selected with a 95% confidence level and a 5% margin of error, ensuring that the data collected can be generalized to the wider population (Althubaiti, 2023; Bihu, 2021; Naing et al., 2022).

Primary data is collected through questionnaires, observations, and direct interviews with students, while secondary data is obtained from institutional documents such as evaluation reports and class management records. (Sileyew, 2019) Data analysis uses the Partial Least Square (PLS) approach, a method in Structural Equation Modeling (SEM) to evaluate causal relationships between variables. (Lowry & Gaskin, 2014) The validity and reliability of the instruments are measured through loading factors and composite reliability using SmartPLS software. (Yana et al., 2015) The measurement model includes evaluation of both the outer and inner models, with the results represented through path coefficients and R-square values. (Purwanto & Sudargini, 2021)

The procedure for testing validity is convergent validity, which involves correlating item scores (component scores) with construct scores, resulting in loading factor values. A loading factor is considered high if the indicator correlates > 0.70 with the construct being measured. For the initial stage of research development, a loading factor of 0.5 to 0.6 is considered acceptable. (Junaidi, 2021)

Reliability is related to how dependable the measurement results are and whether they provide consistent results when measured multiple times. The reliability of the research variables is measured using Cronbach's alpha coefficient and composite reliability. A measurement item is considered reliable if it has a Cronbach's alpha value greater than 0.6. (Kroehne et al., 2003)

EXPLAIN THE FRAMEWORK USED IN THIS STUDY

RESULTS AND DISCUSSION

Results

This study includes 3 independent variables and 1 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 question items that have been included in the questionnaire, which was distributed to the respondents. The profile of the respondents identified in Table 1 is as follows:

Table 15. Respondent Characteristics Based on Campus

Row Labels	Count of Campus Name	Percentage
UIN SMH Banten	90	50,00
UPSI Malaysia	90	50,00
Grand Total	180	100

The data presented in the table shows the number and percentage distribution of students from two higher education institutions, namely the State Islamic University of Sultan Maulana Hasanuddin (UIN SMH) Banten and Sultan Idris University of Education (UPSI) Malaysia. Based on the table, out of the total of 190 students involved in the study or data collection, 100 students are from UIN SMH Banten, representing 50.00% of the entire sample. Similarly, another 100 students are from UPSI Malaysia, also accounting for 50.00% of the total sample. This shows a balanced distribution between the two institutions, each with an equal representation of students. The grand total of both institutions reaches 190 students, with a total percentage of 100%. 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 be useful to ensure that there is no

Commented [A16]: The total population size is not provided (e.g., how many UIN + UPSI students in the course?). Journals often expect both population size and sample size with justification. The final sample size ($n = ?$) is not explicitly mentioned — only confidence and error margins are given. Readers need the actual number.

Commented [A17]: The questionnaire is mentioned but not described in terms of dimensions, number of items, or example indicators. Even a short summary would improve transparency.

Observations and interviews are listed but not explained (who conducted them? structured or semi-structured? how were they integrated with survey data?).

Commented [A18]: Some criteria are mixed up. Example:
 • Cronbach's alpha > 0.6 is acceptable for exploratory studies, but many journals prefer ≥ 0.7 . Clarify why 0.6 is acceptable here.
 • Convergent validity: you explain loading factors correctly but don't mention **Average Variance Extracted (AVE)**, which is usually required in PLS reporting.

Commented [A19]: Inconsistencies in sample reporting
 • Table 1 says 180 respondents, but the text states 190 respondents. This discrepancy must be corrected.

institutional bias in the research results, while also offering 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 first be performed to ensure that the estimated parameters are not biased, as not all simultaneity issues can be resolved. The parameters or models used must be identifiable. The identification problem from several simultaneous equations can be addressed by including at least one shifting variable (exogenous variable) into each function. The shifting variables must not be the same for each function, as this would make the functions unidentifiable again. Identification is performed on the reduced form equations, which are derived from the endogenous variables. The reduced form serves to determine the identification of 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 .3 Significance Test of Quadratic Effects

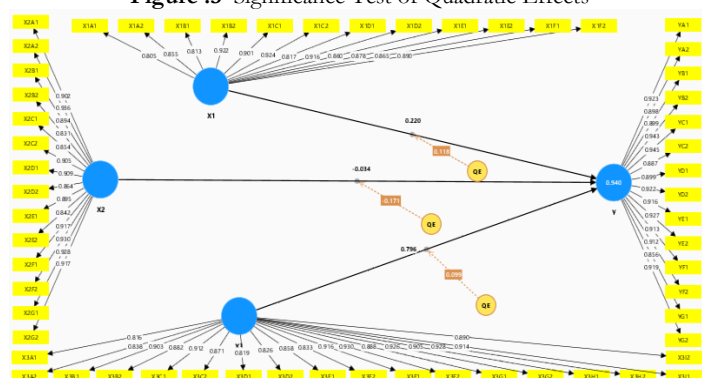


Figure 1, Significance Test of Quadratic Effects of Variables on the Quality of Education.

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 must be greater than 0.05. Therefore, it can be concluded that Students' Perceptions of the Assessment System (X1), Students' Istiqomah Attitudes (X2), Classroom Management (X3), and Learning Outcomes in the Evaluation of Learning course (Y) are linear, or the linearity effect of the model is satisfied.

Table 16. 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 Quadrant 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 must be greater than 0.05. Therefore, it can be concluded that the influence of Students' Perceptions of the Assessment System (X1), Students' Istiqomah Attitudes (X2), Classroom Management (X3), and Learning Outcomes in the Evaluation of Learning course (Y) is linear, or the linearity effect of the model is satisfied.

The reliability test is used to assess the reliability level of a research instrument, in this case, to determine whether the instrument 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 $>$

Commented [A20]: Sometimes terms are inconsistent (e.g., "Quadrant Effect" vs "Quadratic Effect," "LMS" appears in Table 5 but isn't defined earlier).

At one point, R^2 is reported as 0.933 and later described as 0.342 — this looks like a copy-editing error.

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 the following table 3:

Table 17. *Average Variance Extracted (AVE)*

	Cronbach's alpha	Composite reliability (rho_c)	Average 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 (X1), Students' Istiqomah Attitudes (X2), Classroom Management (X3), 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 determine how consistent the results of a measurement scale are. A good Cronbach's Alpha value is above 0.7, as shown in Table 4.

Table 18. *Cronbach's Alpha*

	Cronbach's alpha	Composite reliability (rho_c)	Average 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

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.

The calculation of composite reliability is done by examining the composite reliability values of the indicators that measure the variable's values, and it will be considered to have good composite reliability if the value is > 0.7 .

Table 19. *Composite Reliability*

	Cronbach's alpha	Composite reliability (rho_c)	Average 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 5, the composite reliability values obtained for the variables are as follows: Classroom Management is 0.923, LMS is 0.931, Istiqomah Attitude is 0.935, and Islamic Higher Education Quality is 0.969. This means that all three variables have composite reliability values > 0.7 , indicating that all variables have met the criteria and their indicators are consistent or reliable.

The model feasibility test is measured using R-square for each independent latent variable in relation to the dependent variable. (Sofyan et al., 2024) Below are the results of the R-square calculation using SmartPLS. The coefficient of determination (R-square) is a technique employed to assess how much the endogenous constructs can be accounted for by the exogenous constructs. Ideally, the R-square value should fall between 0 and 1. The criteria for R-square values are 0.67, 0.33, and 0.19, which represent strong, moderate, and weak, respectively. (Ghozali, 2014)

Tabel 20. *R-Square Value*

	R-square	R-square adjusted
Y	0.933	0.929

The R-Square value for the simultaneous or collective influence of X1, X2, and X3 on Y is 0.933, with an adjusted R-square value of 0.929. This means that all exogenous constructs (X1, X2, and X3) 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 (X1, X2, and X3) 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, meaning that 93.3% of the variance is explained by the independent variables, namely, Students' Perceptions of the Assessment System, Students' Istiqomah Attitudes, and Classroom Management. This indicates that 92.6% of the variance can be explained by these variables, while the remaining 7.4% is explained by other variables outside the scope of this study.

The path coefficient test is performed to assess the direct connection between the independent and dependent variables within the research model. This process involves statistical analysis of the path coefficients to measure the strength and direction of the influence of the independent variables on the dependent variable. In this study, the bootstrap method is used to generate path coefficient estimates along with their significance levels, considering the p-value as the main indicator for testing the hypothesis. The results of the Path Coefficient test can be seen in Table 7 below:

Tabel .21
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 (X1) → Learning Outcomes in the Evaluation of Learning Course (Y)	0.238	0.226	0.136	2.752	0.040
Students' Istiqomah Attitudes (X2) → Learning Outcomes in the Evaluation of Learning Course (Y)	-0.027	-0.011	0.168	0.159	0.874
Classroom Management (X3) → Learning Outcomes in the Evaluation of Learning Course (Y)	0.767	0.763	0.182	4.221	0.000

Based on Table 7, for exogenous variables, if the T-statistic value > 1.96 or the P-value is < 0.05 :

Students' Perceptions of the Assessment System significantly influence Learning Outcomes in the Evaluation of Learning Course. This is evident from the T-statistic value of 2.752, which shows that the T-statistic for Students' Perceptions of the Assessment System is greater than 1.96. The P-value is 0.040, indicating that the P-value for Students' Perceptions of the Assessment System is less than 0.05. This means both values show a significant influence.

Students' Istiqomah Attitudes do not significantly influence Learning Outcomes in the Evaluation of Learning Course. This is indicated by the T-statistic value of 0.159, which shows that the T-statistic for Students' Istiqomah Attitudes is not greater than 1.96. The P-value is 0.874, which shows that the P-value for Students' Istiqomah Attitudes is greater than 0.05. This means both values indicate no significant effect.

Classroom Management significantly influences Learning Outcomes in the Evaluation of Learning Course. This is shown by the T-statistic value of 4.221, which indicates that the T-statistic for Classroom Management is greater than 1.96. The P-value is 0.000, which indicates that the P-value for Classroom Management is less than 0.05.

Statistical detail vs. clarity

Too much technical detail (e.g., “identification problem of simultaneity equations”) that does not add value for the reader. Results sections should be precise but concise.

Discussion

The study of the research model and hypothesis testing has been thoroughly discussed in the previous subchapter. In this section, a more detailed explanation will be provided regarding the relationships and connections between the variables in the research model. Each identified variable will be analyzed based on the interactions that occur between them, which will provide a more comprehensive understanding of the dynamics in this research. This explanation also includes how these variables influence each other, both directly and through mediation or moderation mechanisms, to give a clearer understanding of the overall research results, as follows:

Students' Perceptions of the Assessment System on Learning Outcomes in the Evaluation of Learning Course; Based on the hypothesis testing results using the bootstrapping method, it can be concluded that the variable Students' Perceptions of the Assessment System (X^1) does not have an effect on Learning Outcomes in the Evaluation of Learning Course (Y). This can be seen from the path coefficient value of 0.238, which is greater than 0.1, with a p-value of 0.040, which is greater than 0.5. This indicates that Students' Perceptions of the Assessment System has a significant positive effect on Learning Outcomes in the Evaluation of Learning Course, which is in line with the results obtained from the first hypothesis. Therefore, the first hypothesis (H1) is accepted.

Students' Istiqomah Attitudes do not have a Direct Effect on Learning Outcomes in the Evaluation of Learning Course; Based on the hypothesis testing results using the bootstrapping method, it can be concluded that the variable Students' Istiqomah Attitudes (X^2) does not have an effect on Learning Outcomes in the Evaluation of Learning Course (Y). This can be seen from the path coefficient value of -0.027 (greater than 0.1), with a p-value of 0.874, which is greater than 0.5. This indicates that Students' Istiqomah Attitudes has a non-significant negative effect on Learning Outcomes in the Evaluation of Learning Course, which does not align with the second hypothesis. Therefore, the second hypothesis (H2) is not accepted or is rejected.

Classroom Management has a Direct Effect on Learning Outcomes in the Evaluation of Learning Course; Based on the hypothesis testing results using the bootstrapping method, it can be concluded that the variable Classroom Management (X^3) has an effect on Learning Outcomes in the Evaluation of Learning Course (Y). This can be seen from the path coefficient value of 0.767, which is greater than 0.1, with a p-value of 0.000, which is less than 0.5. This indicates that Classroom Management has a significant positive effect on Learning Outcomes in the Evaluation of Learning Course, which aligns with the third hypothesis. Therefore, the third hypothesis (H3) is accepted.

REVISE AND ADDRESS THIS ISSUE:

Inconsistencies in Statistical Interpretation

- For X1: You wrote "*p-value of 0.040, which is greater than 0.5*". This is incorrect. A p-value of $0.040 < 0.05$, which supports significance. Make sure the explanation matches the actual numbers.
- For X2: You mention *path coefficient of -0.027 (greater than 0.1)* — but -0.027 is not greater than 0.1. This phrasing is misleading and should be corrected.
- For all hypotheses: Ensure consistency between statistical values and your verbal interpretation.

CONCLUSION

The conclusion of this study shows that the variables examined have varying effects on the learning outcomes of the Evaluation of Learning course. Students' perceptions of the assessment system (X^1) were found to have a significant influence, with a path coefficient of 0.238 and a p-value of 0.040. Therefore, the first hypothesis is accepted, confirming that a positive perception of the assessment system can directly improve learning outcomes. On the other hand, students' istiqomah attitudes (X^2) did not show a significant effect, with a negative path coefficient of -0.027 and a p-

Commented [A21]: The discussion mostly repeats results without much interpretation. Consider explaining why the variables show these effects

Commented [A22]: The discussion mostly repeats results without much interpretation. Consider explaining why the variables show these effects

Commented [A23]: the conclusion should focus more on meaning and implications rather than statistics (since this has already been covered in the results/discussion).

value of 0.874. Thus, the second hypothesis is rejected, although in the context of Islamic education, istiqomah attitudes are considered important. Classroom management (X^3) has a significant and positive effect on learning outcomes, with a path coefficient of 0.767 and a p-value of 0.000, so the third hypothesis is accepted. These results emphasize that good classroom management is a key factor in creating a conducive learning environment and enhancing students' academic achievements. Overall, this study highlights the importance of synergy between a fair assessment system and effective classroom management in supporting the success of the learning process.

ACKNOWLEDGMENT

The authors would like to express their sincere gratitude to UIN Sultan Maulana Hasanuddin Banten and Universitas Pendidikan Sultan Idris (UPSI) Malaysia for the support and opportunity to conduct this collaborative research. Special thanks are extended to all students who participated as respondents, as well as to the academic staff and administrative personnel who facilitated the data collection process. The authors also appreciate the constructive feedback provided by the reviewers, which greatly contributed to the improvement of this manuscript.

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3. Bukti Konfirmasi Submit Revisi dan article yang Disubmit Ulang (9 November 2025)

Dwi Fikry Al-Ghifary (dwifikryal)
Enung Nugraha (enungnugraha)

Messages	
Note	From
Dear Editors, Assalamu'alaikum warahmatullahi wabarakatuh, We would like to express our sincere gratitude to the Editorial Team and the reviewers for their constructive comments and valuable feedback on our manuscript entitled "The Influence of Students' Perceptions of the Assessment System, Students' Consistent Attitudes, and Classroom Management on Learning Outcomes in the Learning Evaluation Course." We truly appreciate the time and effort dedicated by the reviewers in providing thoughtful suggestions to improve the quality of our paper. We have carefully addressed all the comments and revised the manuscript accordingly to enhance its clarity, coherence, and alignment with the journal's academic standards and formatting guidelines. Please find attached the revised manuscript along with a detailed response letter outlining the changes made in response to each reviewer's comment. We hope that the revisions meet the expectations of the reviewers and the editorial board, and that our paper will now be considered suitable for publication in <i>Jurnal Pendidikan Islam</i>. Thank you once again for the opportunity to revise our work and for your continued guidance throughout the review process. Wassalamu'alaikum warahmatullahi wabarakatuh, Warm regards, Enung Nugraha	enungnugraha 2025-11-09 01:12 AM



Journal of Islamic education <journalof.islamiceducation@uinsgd.ac.id>

Revision Required - OJS JPI

2 messages

Journal of Islamic education <journalof.islamiceducation@uinsgd.ac.id>

Thu, Oct 2, 2025 at 1:18 PM

To: enung.nugraha@uinbanten.ac.id

Enung Nugraha , E. Syarifuddin , Syaza Hazwani Zaini:

We have reached a decision regarding your submission to Jurnal Pendidikan Islam, "THE INFLUENCE OF STUDENTS' PERCEPTIONS OF THE ASSESSMENT SYSTEM, STUDENTS' CONSISTENT ATTITUDES, AND CLASSROOM MANAGEMENT ON LEARNING OUTCOMES IN THE LEARNING EVALUATION COURSE".

Our decision is: Revisions Required

Reviewer A:

Dear Editor and Author,

I have carefully reviewed the manuscript and provided feedback for improvement. Overall, the paper demonstrates valuable insights and a strong integration of Islamic scientific ethics, which adds depth to the research. However, there are several areas that require revision to enhance the clarity, coherence, and scholarly contribution of the study.

In particular, I recommend improving the organization and flow of the introduction, refining the explanation of methods and analytical choices, ensuring clarity and accuracy in figures and tables, and expanding the discussion to highlight the implications and potential scalability of the findings. Attention should also be given to the consistency of references, especially by including DOIs where applicable, and aligning the manuscript more closely with the journal's template and academic standards.

I kindly ask the author(s) to review the detailed notes provided in the manuscript file and make the necessary revisions.

Sincerely,

Reviewer

Recommendation: Revisions Required

Reviewer B:

Dear Editor and Author,

Assalamu'alaikum warahmatullahi wabarakatuh,

I hope this message finds you in good health.

I have carefully reviewed the submitted manuscript. After a thorough evaluation, I have provided several suggestions and comments that I believe are important to address in order to enhance the clarity, coherence, and overall quality of the paper.

Please refer to the attached file for a comprehensive review and detailed feedback.

Thank you for the opportunity to contribute to the review process for *Jurnal Pendidikan Islam*. I hope the feedback will be helpful for the further development of the manuscript.

Wassalamu'alaikum warahmatullahi wabarakatuh,
Best regards,
Reviewer

Recommendation: Revisions Required

Jurnal Pendidikan Islam

2 attachments

 **Reviewed Manuscript.docx.docx**
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 **REVIEWER_20250929_THE INFLUENCE OF STUDENTS' PERCEPTIONS OF THE ASSESSMENT SYSTEM, STUDENTS' CONSISTENT ATTITUDES, AND CLASSROOM MANAGEMENT ON LEARNING OUTCOMES IN THE LEARNING EVALUATION COURSE.docx.docx**
281K

Enung Nugraha <enung.nugraha@uinbanten.ac.id>
To: journal of islamic education <journalof.islamiceducation@uinsgd.ac.id>

Mon, Oct 13, 2025 at 8:04 PM

Dear Editors,

Assalamu'alaikum warahmatullahi wabarakatuh,

We would like to express our sincere gratitude to the Editorial Team and the reviewers for their constructive comments and valuable feedback on our manuscript entitled "**The Influence of Students' Perceptions of the Assessment System, Students' Consistent Attitudes, and Classroom Management on Learning Outcomes in the Learning Evaluation Course.**"

We truly appreciate the time and effort dedicated by the reviewers in providing thoughtful suggestions to improve the quality of our paper. We have carefully addressed all the comments and revised the manuscript accordingly to enhance its clarity, coherence, and alignment with the journal's academic standards and formatting guidelines.

Please find attached the **revised manuscript** along with a **detailed response letter** outlining the changes made in response to each reviewer's comment.

We hope that the revisions meet the expectations of the reviewers and the editorial board, and that our paper will now be considered suitable for publication in *Jurnal Pendidikan Islam*.

Thank you once again for the opportunity to revise our work and for your continued guidance throughout the review process.

Wassalamu'alaikum warahmatullahi wabarakatuh,

Warm regards,
Enung Nugraha

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REVISION

THE INFLUENCE OF STUDENTS' PERCEPTIONS, CONSISTENT ATTITUDES, AND CLASSROOM MANAGEMENT ON LEARNING OUTCOMES IN ISLAMIC EDUCATION

ABSTRACT

This study explores the influence of students' perceptions of the assessment system, consistency (*istiqomah*) attitudes, and classroom management on learning outcomes in Islamic higher education settings. The research was conducted among students enrolled in the Evaluation of Learning course at UIN Sultan Maulana Hasanuddin (SMH) Banten, Indonesia, and Universiti Pendidikan Sultan Idris (UPSI), Malaysia. The study addresses the persistent variability in students' academic performance, which is often linked not only to cognitive factors but also to non-academic and behavioral dimensions. Employing a quantitative approach with survey data from 190 respondents, the analysis was carried out using the Partial Least Squares (PLS) technique. The findings reveal that students' perceptions of fair and transparent assessment systems, as well as effective classroom management, play a crucial role in improving academic achievement. Conversely, *istiqomah* attitudes though vital in Islamic character formation—did not show a direct influence on academic performance, suggesting the need for integrative pedagogical strategies that link spiritual consistency with academic engagement. These results emphasize that a supportive learning environment and equitable evaluation practices are essential to enhance educational quality in Islamic higher education institutions. The study provides valuable implications for strengthening instructional management and assessment practices aligned with Islamic educational values.

Keywords: Assessment System, *Istiqomah* Attitude, Classroom Management, and Learning Outcomes

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 and 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 who are responsible for maintaining the academic integrity and spiritual orientation of learning processes (Johnson & Griffin, 2024; Papakostas, 2025; Rughiniş 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; Halkiopoulou & 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), yet 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 seeks to address this gap by analyzing the influence of students' perceptions of the assessment system, *istiqomah* attitudes, and classroom management on learning outcomes in Islamic higher education institutions across Indonesia and Malaysia. Specifically, this research compares UIN Sultan Maulana Hasanuddin (SMH) Banten and Universiti Pendidikan Sultan Idris (UPSI) to capture cross-cultural variations in Islamic higher education practices. The study employs a quantitative approach to examine how these three variables collectively contribute to academic achievement and the quality of learning in the Evaluation of Learning course (Anderson & Olivier, 2022; Anghel, 2024; Vignery, 2021; Zhang et al., 2024).

Theoretically, this study contributes to the body of knowledge by integrating cognitive, behavioral, and spiritual dimensions into the analysis of learning outcomes within Islamic education (Kasim et al., 2021; Khalid et al., 2022). Practically, it provides valuable insights for lecturers, curriculum developers, and educational leaders in designing assessment systems and classroom management strategies that reflect the values of fairness, discipline, and consistency inherent in Islamic teachings. Ultimately, the findings are expected to support efforts toward improving educational quality and promoting holistic learning in Islamic higher education institutions 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 structure of analysis. 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 gathered through questionnaires, structured observations, and semi-structured interviews with students, while secondary data came 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). Observations were conducted by two trained researchers to document engagement and management patterns, while semi-structured interviews with 20 participants provided contextual insights. Data were analyzed using the Partial Least Squares (PLS) method under the SEM framework to test causal relationships between 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 ($AVE \geq 0.50$), ensuring the measurement model met accepted PLS-SEM validity and reliability standards.

RESULTS AND DISCUSSION

Results

This study includes 3 independent variables and 1 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 question items that have been included in the questionnaire, which was distributed to the respondents. The profile of the respondents identified in Table 1 is as follows:

Table 22. Respondent Characteristics Based on Campus

Row Labels	Count of Campus Name	Percentage
UIN SMH Banten	95	50,00
UPSI Malaysia	95	50,00
Grand Total	190	100

The data presented in the table shows the number and percentage distribution of students from two higher education institutions, namely the State Islamic University of Sultan Maulana Hasanuddin (UIN SMH) Banten and Sultan Idris University of Education (UPSI) Malaysia. Based on the table, out of the total of 190 students involved in the study or data collection, 100 students are from UIN SMH Banten, representing 50.00% of the entire sample. Similarly, another 100 students are from UPSI Malaysia, also accounting for 50.00% of the total sample. This shows a balanced distribution between the two institutions, each with an equal representation of students. The grand total of both institutions reaches 190 students, with a total percentage of 100%. 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 be useful to ensure that there is no institutional bias in the research results, while also offering 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 first be performed to ensure that the estimated parameters are not biased, as not all simultaneity issues can

be resolved. The parameters or models used must be identifiable. The identification problem from several simultaneous equations can be addressed by including at least one shifting variable (exogenous variable) into each function. The shifting variables must not be the same for each function, as this would make the functions unidentifiable again. Identification is performed on the reduced form equations, which are derived from the endogenous variables. The reduced form serves to determine the identification of 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 .4 Significance Test of Quadratic Effects

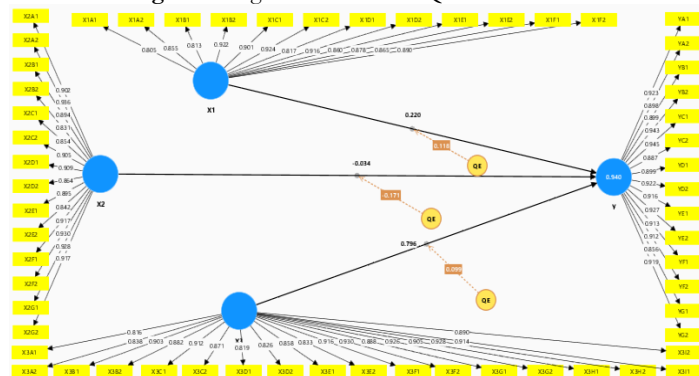


Figure 1, Significance Test of Quadratic Effects of Variables on the Quality of Education.

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 must be greater than 0.05. Therefore, it can be concluded that Students' Perceptions of the Assessment System (X1), Students' *Istiqomah* Attitudes (X2), Classroom Management (X3), and Learning Outcomes in the Evaluation of Learning course (Y) are linear, or the linearity effect of the model is satisfied.

Table 23. 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 (X1), Students' *Istiqomah* Attitudes (X2), and Classroom Management (X3) 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 X1, X2, and X3 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 is used to assess the reliability level of a research instrument, in this case, to determine whether the instrument 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 the following table 3:

Table 24. *Average Variance Extracted (AVE)*

	Cronbach's alpha	Composite reliability (rho_c)	Average 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 (X1), Students' *Istiqomah* Attitudes (X2), Classroom Management (X3), 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 determine how consistent the results of a measurement scale are. A good Cronbach's Alpha value is above 0.7, as shown in Table 4.

Table 25. *Cronbach's Alpha*

	Cronbach's alpha	Composite reliability (rho_c)	Average 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

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.

The calculation of composite reliability is done by examining the composite reliability values of the indicators that measure the variable's values, and it will be considered to have good composite reliability if the value is > 0.7 .

Table 26. *Composite Reliability*

	Cronbach's alpha	Composite reliability (rho_c)	Average 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 5, the composite reliability values obtained for the variables are as follows: Classroom Management is 0.923, LMS is 0.931, *Istiqomah* Attitude is 0.935, and Islamic Higher Education Quality is 0.969. This means that all three variables have composite reliability values > 0.7 , indicating that all variables have met the criteria and their indicators are consistent or reliable.

The model feasibility test is measured using R-square for each independent latent variable in relation to the dependent variable.(Sofyan et al., 2024) Below are the results of the R-square calculation using SmartPLS. The coefficient of determination (R-square) is a technique employed to assess how much the endogenous constructs can be accounted for by the exogenous constructs. Ideally, the R-square value should fall between 0 and 1. The criteria for R-square values are 0.67, 0.33, and 0.19, which represent strong, moderate, and weak, respectively.(Ghozali, 2014)

Tabel 27. *R-Square Value*

	R-square	R-square adjusted
Y	0.933	0.929

The R-Square value for the simultaneous or collective influence of X1, X2, and X3 on Y is 0.933, with an adjusted R-square value of 0.929. This means that all exogenous constructs (X1, X2, and X3) 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 (X1, X2, and X3) 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, meaning that 93.3% of the variance is explained by the independent variables, namely, Students' Perceptions of the Assessment System, Students' *Istiqomah* Attitudes, and Classroom Management. This indicates that 92.6% of the variance can be explained by these variables, while the remaining 7.4% is explained by other variables outside the scope of this study.

The path coefficient test is performed to assess the direct connection between the independent and dependent variables within the research model. This process involves statistical analysis of the path coefficients to measure the strength and direction of the influence of the independent variables on the dependent variable. In this study, the bootstrap method is used to generate path coefficient estimates along with their significance levels, considering the p-value as the main indicator for testing the hypothesis. The results of the Path Coefficient test can be seen in Table 7 below:

Tabel .28
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 (X1) → Learning Outcomes in the Evaluation of Learning Course (Y)	0.238	0.226	0.136	2.752	0.040
Students' <i>Istiqomah</i> Attitudes (X2) → Learning Outcomes in the Evaluation of Learning Course (Y)	-0.027	-0.011	0.168	0.159	0.874
Classroom Management (X3) → Learning Outcomes in the Evaluation of Learning Course (Y)	0.767	0.763	0.182	4.221	0.000

Based on Table 7, 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 and significant positive effect on Learning Outcomes, confirming that well-organized and 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.

Discussion

The study of the research model and hypothesis testing has been thoroughly discussed in the previous subchapter. In this section, a more detailed explanation will be provided regarding the relationships and connections between the variables in the research model. Each identified variable will be analyzed based on the interactions that occur between them, which will provide a more comprehensive understanding of the dynamics in this research. This explanation also

includes how these variables influence each other, both directly and through mediation or moderation mechanisms, to give a clearer understanding of the overall research results, as follows. This discussion is grounded in the Islamic Education Management framework, which emphasizes the integration of knowledge (*‘ilm*), ethics (*akhlak*), and effective educational governance as key elements in achieving holistic learning outcomes (Ibrahim et al., 2024; Ilhamsyah & Ramli, 2024; ZIEN, 2025). It also aligns with the Outcome-Based Education (OBE) perspective, where learning results are shaped not only by instructional inputs but also by the quality of management and student engagement throughout the learning process (Asim et al., 2021; Malik et al., 2022; Syeed et al., 2022).

Students' Perceptions of the Assessment System on Learning Outcomes in the Evaluation of Learning Course. Based on the hypothesis testing results using the bootstrapping method, it can be concluded that the variable Students' Perceptions of the Assessment System (X1) has a significant positive effect on Learning Outcomes in the Evaluation of Learning Course (Y). This can be seen from the path coefficient value of 0.238, with a p-value of 0.040 ($p < 0.05$). This finding indicates that students who perceive the assessment system as fair, transparent, and aligned with learning objectives tend to achieve higher academic outcomes. Within the OBE framework, fair assessments serve as a feedback mechanism that supports continuous improvement and self-directed learning. Moreover, from an Islamic educational perspective, fairness (*‘adl*) in assessment reflects a moral responsibility of educators to evaluate students in a just and accountable manner, thereby enhancing motivation and sincerity (*ikhlas*) in the learning process.

This result also supports previous studies emphasizing that transparent assessment criteria foster trust between lecturers and students, reducing anxiety and encouraging active participation. In Islamic higher education contexts, when students believe that their performance is evaluated objectively and proportionately, they are more inclined to view their academic efforts as a form of worship (*ibadah*), reinforcing both cognitive and spiritual dimensions of education. Thus, perceptions of fairness in assessment not only enhance learning outcomes but also promote integrity and accountability within the educational process.

Students' *Istiqomah* Attitudes do not have a direct effect on Learning Outcomes in the Evaluation of Learning Course. Based on the hypothesis testing results using the bootstrapping method, the path coefficient value of -0.027 with a p-value of 0.874 ($p > 0.05$) indicates a non-significant negative relationship. This suggests that *istiqomah*, as an internal attitude of consistency and perseverance, may not automatically translate into improved academic performance without being supported by external learning structures such as teaching strategies, assessment feedback, or classroom engagement mechanisms. In other words, while *istiqomah* reflects students' personal commitment to learning, its impact is likely mediated by other factors that shape their ability to apply this consistency effectively in academic contexts. Differences in how *istiqomah* is internalized between cultural and institutional settings may also contribute to its limited direct effect, indicating the need for pedagogical interventions that integrate spiritual values with structured academic practices.

This finding can be interpreted through the lens of the Islamic Education Management framework, which views *istiqomah* as part of the moral-spiritual foundation of students rather than a stand-alone predictor of academic success. Without systematic reinforcement through institutional management—such as teacher mentoring, supportive learning environments, and reflective assessment—personal *istiqomah* may remain latent and underutilized. Therefore, educational institutions need to bridge the gap between spiritual dispositions and academic competencies by designing learning models that harmonize value-based education with measurable learning outcomes.

Classroom Management has a direct and significant effect on Learning Outcomes in the Evaluation of Learning Course. The path coefficient value of 0.767 with a p-value of 0.000 ($p < 0.05$) indicates a strong positive relationship between effective classroom management and students' academic performance. This result suggests that when learning activities are well-

structured, the classroom environment becomes more conducive to concentration, participation, and collaboration all of which enhance students' understanding and retention of course material. From a pedagogical perspective, good classroom management provides clarity in expectations, minimizes distractions, and fosters a supportive atmosphere that motivates students to engage actively in the learning process. In the context of Islamic higher education, this also reflects the integration of *adab* (discipline and respect) within academic interactions, where order and cooperation contribute to holistic learning outcomes. Therefore, the significant effect of classroom management can be interpreted as evidence that structured, participatory, and ethically grounded classroom practices directly contribute to higher levels of student achievement.

The strong influence of classroom management also reinforces the OBE principle that learning outcomes are best achieved through student-centered environments where the teacher acts as a facilitator rather than a mere transmitter of knowledge. Within this framework, classroom management functions as a structural mechanism ensuring that learning objectives are achieved through organized, transparent, and participatory processes. Furthermore, in Islamic education, the notion of classroom order is not merely technical but ethical, as it embodies the value of balance (*tawazun*) between freedom and discipline, thus promoting both intellectual and moral growth.

The results collectively indicate that the integration of cognitive, affective, and managerial dimensions in Islamic higher education is essential to produce competent and ethical graduates. While students' perceptions of fairness in assessment and effective classroom management significantly enhance learning outcomes, *istiqomah* attitudes require institutional reinforcement to manifest their full educational potential. This aligns with the holistic Islamic education model, which emphasizes the unity of spiritual, intellectual, and managerial dimensions in achieving educational excellence.

From a managerial standpoint, these findings suggest that Islamic higher education institutions should strengthen teacher training programs focused on transparent assessment, classroom management, and value-based pedagogy. By doing so, educators can design learning experiences that balance performance standards with ethical and spiritual development, reflecting the *maqasid al-tarbiyah* (objectives of Islamic education) in practice. In conclusion, this study underscores the importance of aligning educational management practices with Islamic values and outcome-based principles. Effective assessment systems and structured classroom management emerge as the key levers for improving learning quality in Islamic higher education, while *istiqomah* serves as a moral foundation that requires pedagogical and institutional reinforcement to yield measurable academic benefits.

CONCLUSION

The conclusion of this study reveal that the variables examined exert different levels of influence on students' learning outcomes in the Evaluation of Learning course. Students' positive perceptions of the assessment system are shown to foster motivation, fairness, and deeper engagement in learning. When assessments are perceived as transparent and reflective of students' actual efforts, they create a sense of trust that enhances learning commitment and performance. However, the non-significant impact of students' *istiqomah* attitudes indicates that personal consistency and perseverance alone are insufficient to improve learning outcomes without pedagogical support. In Islamic education, *istiqomah* should be viewed not merely as an inner virtue but as a behavior that emerges through structured guidance, feedback, and collaboration between lecturers and students.

Moreover, the significant role of classroom management emphasizes its importance in creating a disciplined and ethical academic atmosphere that aligns with the Islamic concept of *adab*. Effective classroom organization fosters focus, participation, and mutual respect, all of which contribute to stronger cognitive and affective achievements. Overall, these results suggest that improving learning outcomes in Islamic higher education requires a holistic approach that

integrates fair assessment systems, spiritual character development, and effective management practices. Such synergy not only elevates academic success but also nurtures moral integrity, discipline, and lifelong learning values, reinforcing the harmony between pedagogical effectiveness and Islamic ethical principles.

ACKNOWLEDGMENT

The authors would like to express their sincere gratitude to UIN Sultan Maulana Hasanuddin Banten and Universiti Pendidikan Sultan Idris (UPSI) Malaysia for the support and opportunity to conduct this collaborative research. Special thanks are extended to all students who participated as respondents, as well as to the academic staff and administrative personnel who facilitated the data collection process. The authors also appreciate the constructive feedback provided by the reviewers, which greatly contributed to the improvement of this manuscript.

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[https://doi.org/10.47205/jdss.2024\(5-IV\)50](https://doi.org/10.47205/jdss.2024(5-IV)50)

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**4. Bukti Konfirmasi Artikel Diterima oleh
Jurnal Pendidikan Islam (12 November 2025)**

Notifications

**[JPI] Editor Decision**

2025-11-12 05:24 PM

Enung Nugraha , E. Syarifuddin , Syaza Hazwani Zaini:

We have reached a decision regarding your submission to Jurnal Pendidikan Islam, "THE INFLUENCE OF STUDENTS' PERCEPTIONS OF THE ASSESSMENT SYSTEM, STUDENTS' CONSISTENT ATTITUDES, AND CLASSROOM MANAGEMENT ON LEARNING OUTCOMES IN THE LEARNING EVALUATION COURSE".

Our decision is to: Accept Submission

JURNAL PENDIDIKAN
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Acceptance Notification - OJS

1 message

journal of islamic education <journalof.islamiceducation@uinsgd.ac.id>

Wed, Nov 12, 2025 at 5:25
PM

To: enung.nugraha@uinbanten.ac.id

Enung Nugraha, E. Syarifuddin, and Syaza Hazwani Zaini:

We have reached a decision regarding your submission to Jurnal Pendidikan Islam, "THE INFLUENCE OF STUDENTS' PERCEPTIONS OF THE ASSESSMENT SYSTEM, STUDENTS' CONSISTENT ATTITUDES, AND CLASSROOM MANAGEMENT ON LEARNING OUTCOMES IN THE LEARNING EVALUATION COURSE."

Our decision is to: Accept Submission

--
Jurnal Pendidikan Islam

**5. Bukti Konfirmasi Pergantian Judul (15
November 2025)**



Confirmation Request for Revised Paper Title

3 messages

Journal of Islamic Education <journalof.islamiceducation@uinsgd.ac.id>
To: enung.nugraha@uinbanten.ac.id

Sat, Nov 15, 2025 at 10:32 AM

Dear Author,

We hope this message finds you well. As part of the editorial process, we would like to request your confirmation regarding a proposed revision to the title of your manuscript.

Current Title:

The Influence of Students' Perceptions, Consistent Attitudes, and Classroom Management on Learning Outcomes in Islamic Education

Proposed Revised Title:

Students' Perceptions, Attitudes, and Classroom Management: Determinants of Learning Achievement in Islamic Education Contexts

Please kindly let us know if you agree with this revised title or if you would like to suggest any adjustments. Once we receive your confirmation, we will proceed with issuing the invoice and the Letter of Acceptance (LoA).

Thank you for your cooperation. We look forward to your response.

Warm regards,
Editor

Enung Nugraha <enung.nugraha@uinbanten.ac.id>
To: Journal of Islamic Education <journalof.islamiceducation@uinsgd.ac.id>

Sat, Nov 15, 2025 at 2:42 PM

Dear Editor,

Thank you for your message and for your careful attention to the editorial process.

I hereby confirm that I **agree with the proposed revised title:**

"Students' Perceptions, Attitudes, and Classroom Management: Determinants of Learning Achievement in Islamic Education Contexts."

The revised title reflects the focus and scope of the manuscript very well. Please proceed with issuing the invoice and the Letter of Acceptance (LoA).

Thank you for your assistance and support. I look forward to the next steps in the publication process.

Warm regards,

Enung Nugraha

[Quoted text hidden]

Journal of Islamic Education <journalof.islamiceducation@uinsgd.ac.id>
To: Enung Nugraha <enung.nugraha@uinbanten.ac.id>

Sat, Nov 15, 2025 at 9:39 PM

Dear Author,

Thank you for your confirmation regarding the revised title.

We will proceed with your manuscript under the approved title.

Our team will now continue with the next steps, and the **Letter of Acceptance (LoA)** been sent to you.

**6. Bukti Konfirmasi Pengiriman LOA (15
November 2025)**



journal of islamic education <journalof.islamiceducation@uinsgd.ac.id>

Letter of Acceptance for Publication

1 message

journal of islamic education <journalof.islamiceducation@uinsgd.ac.id>
To: enung.nugraha@uinbanten.ac.id

Sat, Nov 15, 2025 at 9:34 PM

Dear Authors,

We are pleased to inform you that, based on the assessment and recommendation of our editor, your manuscript has been accepted for publication in **Jurnal Pendidikan Islam, Vol. 11, No. 2 (December 2025)**.

Attached to this email, you will find the **Letter of Acceptance**.

Thank you for your valuable contribution. We appreciate your interest in our journal and look forward to your continued academic engagement.

Best Regards,

Managing Editor
Dr. Karman, M. Ag.

—
Jurnal Pendidikan Islam

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Jurnal Pendidikan Islam

Accredited Number : 040/P/2014, P-ISSN: 2335-4339,
E-ISSN: 2460-8149, Office: The Faculty of Tarbiyah and Teacher
Training Building, UIN Sunan Gunung Djati Bandung,
Jl. Soekarno Hatta Cimencrang Gedebage Bandung

LETTER OF ACCEPTANCE

Bandung, November 15th, 2025

Dear Enung Nugraha,

We are pleased to inform you that your paper entitled **"Students' Perceptions, Attitudes, and Classroom Management: Determinants of Learning Achievement in Islamic Education Contexts"** was reviewed by a reviewer and received a positive opinion. This paper has been accepted for publication at the peer-reviewed **"Jurnal Pendidikan Islam"** to be published in Volume 11, Number 2, December 2025.

Thank you very much for your interest in the journal.

Sincerely,



Managing Editor
Dr. Karman, M. Ag.



<http://journal.uinsgd.ac.id/index.php/jpi>

**7. Bukti Permintaan untuk Copyedit, Respon,
dan naskah yang sudah di copyedit (12
November 2025)**

Note	From
Dear Authors, I hope this message finds you well. Thank you for your revision submission of the manuscript. Before we proceed to the next stage of the publication process, please review and copyedit the manuscript to ensure clarity, consistency, and adherence to language and formatting standards. Please focus on grammar, punctuation, sentence structure, and overall readability. Once the revised version is ready, please upload it through the system or send it back to us at your earliest convenience. Please don't hesitate to contact us if you have any questions or require additional assistance. Best regards, Editor  14. Enung Nurgraha.docx	dwifikryal 2025-11-12 05:27 PM
► Dear Editor, Thank you for your guidance. We have completed the revisions and addressed all the points you requested, including improvements in clarity, grammar, structure, and consistency across the manuscript. The revised version has now been uploaded for your further review. Please let us know if additional adjustments are needed. Kind regards, Author  14. Enung Nurgraha (Copyedited)	enungnugraha 2025-11-26 07:05 PM

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

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Received: xx (month), xxxx (year). Accepted: xx (month), xxxx (year). Published: xx (month), xxxx (year)

ABSTRACT

This study explores the influence of students' perceptions of the assessment system, consistency (*istiqomah*) attitudes, and classroom management on learning outcomes in Islamic higher education settings. The research was conducted among students enrolled in the Evaluation of Learning course at UIN Sultan Maulana Hasanuddin (SMH) in Banten, Indonesia, and Universiti Pendidikan Sultan Idris (UPI) in Malaysia. The study addresses the persistent variability in students' academic performance, which is often linked not only to cognitive factors but also to non-academic and behavioral dimensions. Employing a quantitative approach with survey data from 190 respondents, the analysis was carried out using the Partial Least Squares (PLS) technique. The findings reveal that students' perceptions of fair and transparent assessment systems, as well as effective classroom management, play a crucial role in improving academic achievement. Conversely, *istiqomah* attitudes, though vital to Islamic character formation, did not directly influence academic performance, suggesting the need for integrative pedagogical strategies that link spiritual consistency with academic engagement. These results emphasize that a supportive learning environment and equitable evaluation practices are essential to enhance educational quality in Islamic higher education institutions. The study provides valuable implications for strengthening instructional management and assessment practices aligned with Islamic educational values.

Keywords: Assessment System, *Istiqomah* Attitude, Classroom Management, and Learning Outcomes

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; Rughiniş 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; Halkiopoulou & 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 & Ansari, 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 seeks to address this gap by analyzing the influence of students' perceptions of the assessment system, *istiqomah* attitudes, and classroom management on learning outcomes in Islamic higher education institutions across Indonesia and Malaysia. Specifically, this research compares UIN Sultan Maulana Hasanuddin (SMH) Banten and Universiti Pendidikan Sultan Idris (UPSI) to capture cross-cultural variations in Islamic higher education practices. The study employs a quantitative approach to examine how these three variables collectively contribute to academic achievement and the quality of learning in the Evaluation of Learning course (Anderson & Olivier, 2022; Anghel, 2024; Vignery, 2021; Zhang et al., 2024).

Theoretically, this study contributes to the body of knowledge by integrating cognitive, behavioral, and spiritual dimensions into the analysis of learning outcomes within Islamic education (Kasim et al., 2021; Khalid et al., 2022). Practically, it provides valuable insights for lecturers, curriculum developers, and educational leaders in designing assessment systems and classroom management strategies that reflect the values of fairness, discipline, and consistency inherent in Islamic teachings. Ultimately, the findings are expected to support efforts to improve educational quality and promote holistic learning in Islamic higher education institutions worldwide.

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 29. Respondent Characteristics Based on Campus

Row Labels	Count of Campus Name	Percentage
UIN SMH Banten	95	50,00
UPSI Malaysia	95	50,00
Grand Total	190	100

The data presented in the table show the number and percentage distributions of students from two higher education institutions: the State Islamic University of Sultan Maulana Hasanuddin (UIN SMH) Banten and Sultan Idris University of Education (UPSI) Malaysia. Based on the table, of the 190 students involved in the study or data collection, 100 are from UIN SMH Banten,

representing 50.00% of the entire sample. Similarly, another 100 students are from UPSI Malaysia, also accounting for 50.00% 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 .5 Significance Test of Quadratic Effects

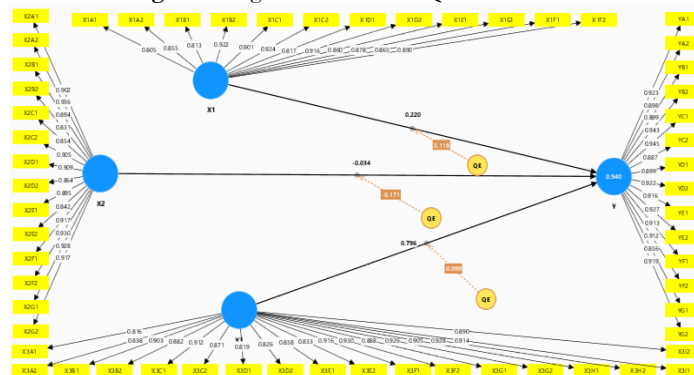


Figure 1: Significance Test of Quadratic Effects of Variables on the Quality of Education. The results of the p-value test for Students' Perceptions of the Assessment System, Students' *Istiqomah* Attitudes, Classroom Management, and Learning Outcomes in the Evaluation of Learning course ($p > 0.05$) indicate that the p-value must be greater than 0.05. Therefore, it can be concluded that Students' Perceptions of the Assessment System (X1), Students' *Istiqomah* Attitudes (X2), Classroom Management (X3), and Learning Outcomes in the Evaluation of Learning course (Y) are linear, or the linearity effect of the model is satisfied.

Table 30. 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 (X1), Students' *Istiqomah* Attitudes (X2), and Classroom Management (X3) 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 X1, X2, and X3 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 the instrument 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 31. *Average Variance Extracted (AVE)*

	Cronbach's alpha	Composite reliability (rho_c)	Average 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 (X1), Students' *Istiqomah* Attitudes (X2), Classroom Management (X3), 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 32. *Cronbach's Alpha*

	Cronbach's alpha	Composite reliability (rho_c)	Average 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

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 33. *Composite Reliability*

	Cronbach's alpha	Composite reliability (rho_c)	Average 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 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 that they have met 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 34. R-Square Value

	R-square	R-square adjusted
Y	0.933	0.929

The R-Square value for the simultaneous or collective influence of X1, X2, and X3 on Y is 0.933, with an adjusted R-square value of 0.929. This means that all exogenous constructs (X1, X2, and X3) 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 (X1, X2, and X3) 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 the remaining 7.4% is explained by other variables outside the scope of this study.

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:

**Tabel .35
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 (X1) → Learning Outcomes in the Evaluation of Learning Course (Y)	0.238	0.226	0.136	2.752	0.040
Students' <i>Istiqomah</i> Attitudes (X2) → Learning Outcomes in the Evaluation of Learning Course (Y)	-0.027	-0.011	0.168	0.159	0.874
Classroom Management (X3) → Learning Outcomes in the Evaluation of Learning Course (Y)	0.767	0.763	0.182	4.221	0.000

Based on Table 7, 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 study of the research model and hypothesis testing has been thoroughly discussed in the previous subchapter. In this section, a more detailed explanation of the relationships and connections among the variables in the research model will be provided. Each identified variable will be analyzed for interactions among them, providing a more comprehensive understanding of the dynamics in this research. This explanation also explains how these variables influence each other, both directly and through mediation or moderation mechanisms, to provide a clearer understanding of the overall research results. This discussion is grounded in the Islamic Education Management framework, which emphasizes the integration of knowledge (*'ilm*), ethics (*akhlak*), and effective educational governance as key elements in achieving holistic learning outcomes (Ibrahim et al., 2024; Ilhamsyah & Ramli, 2024; ZIEN, 2025). It also aligns with the Outcome-Based Education (OBE) perspective, in which learning outcomes are shaped not only by instructional inputs but also by the quality of management and student engagement throughout the learning process (Asim et al., 2021; Malik et al., 2022; Syeed et al., 2022).

Students' Perceptions of the Assessment System on Learning Outcomes in the Evaluation of Learning Course. Based on the hypothesis-testing results using the bootstrap method, it can be concluded that the variable Students' Perceptions of the Assessment System (X1) has a significant positive effect on Learning Outcomes in the Evaluation of Learning Course (Y). This is evident from the path coefficient of 0.238 and the p-value of 0.040 ($p < 0.05$). This finding indicates that students who perceive the assessment system as fair, transparent, and aligned with learning objectives tend to achieve higher academic outcomes. Within the OBE framework, fair assessments serve as a feedback mechanism that supports continuous improvement and self-directed learning. Moreover, from an Islamic educational perspective, fairness (*'adl*) in assessment reflects a moral responsibility of educators to evaluate students in a just and accountable manner, thereby enhancing motivation and sincerity (*ikhlas*) in the learning process.

This result also supports previous studies emphasizing that transparent assessment criteria foster trust between lecturers and students, reducing anxiety and encouraging active participation. In Islamic higher education contexts, when students believe their performance is evaluated objectively and proportionately, they are more inclined to view their academic efforts as a form of worship (*ibadah*), thereby reinforcing both the cognitive and spiritual dimensions of education. Thus, perceptions of fairness in assessment not only enhance learning outcomes but also promote integrity and accountability within the educational process.

Students' *Istiqomah* Attitudes do not have a direct effect on Learning Outcomes in the Evaluation of Learning Course. Based on the hypothesis testing results using the bootstrap method, the path coefficient of -0.027 , with a p-value of 0.874 ($p > 0.05$), indicates a non-significant negative relationship. This suggests that *istiqomah*, as an internal attitude of consistency and perseverance, may not automatically translate into improved academic performance without external support, such as teaching strategies, assessment feedback, or classroom engagement mechanisms. In other words, while *istiqomah* reflects students' personal commitment to learning, its impact is likely mediated by other factors that shape their ability to apply this consistency effectively in academic contexts. Differences in how *istiqomah* is internalized between cultural and institutional settings may also contribute to its limited direct effect, indicating the need for pedagogical interventions that integrate spiritual values with structured academic practices.

This finding can be interpreted through the lens of the Islamic Education Management framework, which views *istiqomah* as part of the moral-spiritual foundation of students rather than a stand-alone predictor of academic success. Without systematic reinforcement through institutional management, such as teacher mentoring, supportive learning environments, and reflective assessment, personal *istiqomah* may remain latent and underutilized. Therefore, educational institutions need to bridge the gap between spiritual dispositions and academic competencies by designing learning models that harmonize value-based education with measurable learning outcomes.

Classroom Management has a direct and significant effect on Learning Outcomes in the Evaluation of Learning Course. The path coefficient of 0.767 and p-value of 0.000 ($p < 0.05$) indicate a strong positive relationship between effective classroom management and students' academic performance. This result suggests that when learning activities are well-structured, the classroom environment becomes more conducive to concentration, participation, and collaboration, thereby enhancing students' understanding and retention of course material. From a pedagogical perspective, effective classroom management provides clarity about expectations, minimizes distractions, and fosters a supportive atmosphere that motivates students to engage in the learning process actively. In the context of Islamic higher education, this also reflects the integration of *adab* (discipline and respect) within academic interactions, where order and cooperation contribute to holistic learning outcomes. Therefore, the significant effect of classroom management can be interpreted as evidence that structured, participatory, and ethically grounded classroom practices directly contribute to higher levels of student achievement.

The strong influence of classroom management also reinforces the OBE principle that learning outcomes are best achieved through student-centered environments where the teacher acts as a facilitator rather than a mere transmitter of knowledge. Within this framework, classroom management serves as a structural mechanism that ensures learning objectives are achieved through organized, transparent, and participatory processes. Furthermore, in Islamic education, the notion of classroom order is not merely technical but ethical, as it embodies the value of balance (*tawazun*) between freedom and discipline, thus promoting both intellectual and moral growth.

The results collectively indicate that integrating cognitive, affective, and managerial dimensions in Islamic higher education is essential to producing competent and ethical graduates. While students' perceptions of fairness in assessment and effective classroom management significantly enhance learning outcomes, *istiqomah* attitudes require institutional reinforcement to fully realize their educational potential. This aligns with the holistic Islamic education model, which emphasizes the unity of the spiritual, intellectual, and managerial dimensions to achieve educational excellence.

From a managerial standpoint, these findings suggest that Islamic higher education institutions should strengthen teacher training programs focused on transparent assessment, classroom management, and value-based pedagogy. By doing so, educators can design learning experiences that balance performance standards with ethical and spiritual development, reflecting the *maqasid al-tarbiyah* (objectives of Islamic education) in practice. In conclusion, this study underscores the importance of aligning educational management practices with Islamic values and outcome-based principles. Effective assessment systems and structured classroom management emerge as the key levers for improving learning quality in Islamic higher education, while *istiqomah* serves as a moral foundation that requires pedagogical and institutional reinforcement to yield measurable academic benefits.

CONCLUSION

The conclusion of this study reveals that the variables examined exert different levels of influence on students' learning outcomes in the Evaluation of Learning course. Students' positive perceptions of the assessment system are shown to foster motivation, fairness, and deeper engagement in learning. When assessments are perceived as transparent and reflective of students' actual efforts, they foster trust, enhancing learning commitment and performance. However, the non-significant impact of students' *istiqomah* attitudes indicates that personal consistency and perseverance alone are insufficient to improve learning outcomes without pedagogical support. In Islamic education, *istiqomah* should be viewed not merely as an inner virtue but as a behavior that emerges through structured guidance, feedback, and collaboration between lecturers and students.

Moreover, the significant role of classroom management emphasizes its importance in creating a disciplined and ethical academic atmosphere that aligns with the Islamic concept of

adab. Effective classroom organization fosters focus, participation, and mutual respect, all of which contribute to more substantial cognitive and affective achievements. Overall, these results suggest that improving learning outcomes in Islamic higher education requires a holistic approach that integrates fair assessment systems, spiritual character development, and effective management practices. Such synergy not only elevates academic success but also nurtures moral integrity, discipline, and lifelong learning values, reinforcing the harmony between pedagogical effectiveness and Islamic ethical principles.

ACKNOWLEDGMENT

The authors would like to express their sincere gratitude to UIN Sultan Maulana Hasanuddin Banten and Universiti Pendidikan Sultan Idris (UPSI) Malaysia for the support and opportunity to conduct this collaborative research. Special thanks are extended to all students who participated as respondents, as well as to the academic staff and administrative personnel who facilitated data collection. The authors also appreciate the reviewers' constructive feedback, which greatly contributed to improving this manuscript.

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

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Received: 2025. Accepted: November 2025. Published: December 2025.

ABSTRACT

This study explores the influence of students' perceptions of the assessment system, consistency (istiqomah) attitudes, and classroom management on learning outcomes in Islamic higher education settings. The research was conducted among students enrolled in the Evaluation of Learning course at UIN Sultan Maulana Hasanuddin (SMH) in Banten, Indonesia, and Universiti Pendidikan Sultan Idris (UPI) in Malaysia. The study addresses the persistent variability in students' academic performance, which is often linked not only to cognitive factors but also to non-academic and behavioral dimensions. Employing a quantitative approach with survey data from 190 respondents, the analysis was carried out using the Partial Least Squares (PLS) technique. The findings reveal that students' perceptions of fair and transparent assessment systems, as well as effective classroom management, play a crucial role in improving academic achievement. Conversely, istiqomah attitudes, though vital to Islamic character formation, did not directly influence academic performance, suggesting the need for integrative pedagogical strategies that link spiritual consistency with academic engagement. These results emphasize that a supportive learning environment and equitable evaluation practices are essential to enhance educational quality in Islamic higher education institutions. The study provides valuable implications for strengthening instructional management and assessment practices aligned with Islamic educational values.

Keywords: Assessment System, Istiqomah Attitude, Classroom Management, Learning Outcomes

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; Rughiniş 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 seeks to address this gap by analyzing the influence of students' perceptions of the assessment system, *istiqomah* attitudes, and classroom management on learning outcomes in Islamic higher education institutions across Indonesia and Malaysia. Specifically, this research compares UIN Sultan Maulana Hasanuddin (SMH) Banten and Universiti Pendidikan Sultan Idris (UPSI) to capture cross-cultural variations in Islamic higher education practices. The study employs a quantitative approach to examine how these three variables collectively contribute to academic achievement and the quality of learning in the Evaluation of Learning course (Anderson & Olivier, 2022; Anghel, 2024; Vignery, 2021; Zhang et al., 2024).

Theoretically, this study contributes to the body of knowledge by integrating cognitive, behavioral, and spiritual dimensions into the analysis of learning outcomes within Islamic education (Kasim et al., 2021; Khalid et al., 2022). Practically, it provides valuable insights for lecturers, curriculum developers, and educational leaders in designing assessment systems and classroom management strategies that reflect the values of fairness, discipline, and consistency inherent in Islamic teachings. Ultimately, the findings are expected to support efforts to improve educational quality and promote holistic learning in Islamic higher education institutions worldwide.

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 ≥ 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 36. Respondent Characteristics Based on Campus

Row Labels	Count of Campus Name	Percentage
UIN SMH Banten	95	50,00
UPSI Malaysia	95	50,00
Grand Total	190	100

The data presented in the table show the number and percentage distributions of students from two higher education institutions: the State Islamic University of Sultan Maulana Hasanuddin (UIN SMH) Banten and Sultan Idris University of Education (UPSI) Malaysia. Based on the table, of the 190 students involved in the study or data collection, 100 are from UIN SMH Banten, representing 50.00% of the entire sample. Similarly, another 100 students are from UPSI Malaysia, also accounting for 50.00% 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:

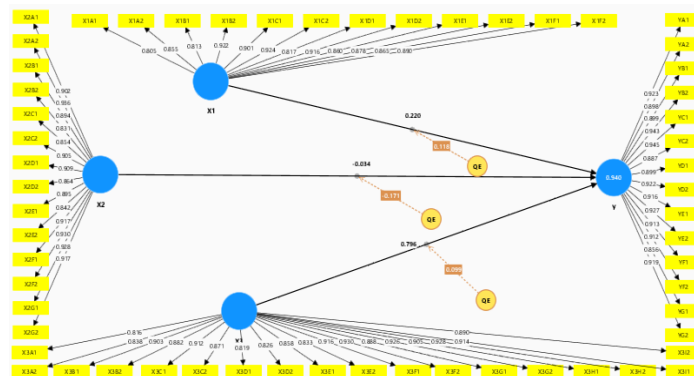


Figure .6 Significance Test of Quadratic Effects

Figure 1: Significance Test of Quadratic Effects 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 must be greater than 0.05. Therefore, it can be concluded that Students' Perceptions of the Assessment System (X1), Students' *Istiqomah* Attitudes (X2), Classroom Management (X3), and Learning Outcomes in the Evaluation of Learning course (Y) are linear, or the linearity effect of the model is satisfied.

Table 37. 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 (X1), Students' *Istiqomah* Attitudes (X2), and Classroom Management (X3) 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 X1, X2, and X3 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 the instrument 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 38. Average Variance Extracted (AVE)

	Cronbach's alpha	Composite Reability (rho_c)	Average 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 (X1), Students' *Istiqomah* Attitudes (X2), Classroom Management (X3), 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 39. Cronbach's Alpha

	Cronbach's alpha	Composite Reability (rho_c)	Average 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

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 40. Composite Reliability

	Cronbach's alpha	Composite Reability (rho_c)	Average 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 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 that they have met 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 41. R-Square Value

	R-Square	R-Square Adjusted
Y	0.933	0.929

The R-Square value for the simultaneous or collective influence of X1, X2, and X3 on Y is 0.933, with an adjusted R-square value of 0.929. This means that all exogenous constructs (X1, X2, and X3) 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 (X1, X2, and X3) 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 the remaining 7.4% is explained by other variables outside the scope of this study.

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:

Tabel 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 (X1) → Learning Outcomes in the Evaluation of Learning Course (Y)	0.238	0.226	0.136	2.752	0.040

Students' <i>Istiqomah</i> Attitudes (X2) → Learning Outcomes in the Evaluation of Learning Course (Y)	-0.027	-0.011	0.168	0.159	0.874
Classroom Management (X3) → Learning Outcomes in the Evaluation of Learning Course (Y)	0.767	0.763	0.182	4.221	0.000

Based on Table 7, 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 study of the research model and hypothesis testing has been thoroughly discussed in the previous subchapter. In this section, a more detailed explanation of the relationships and connections among the variables in the research model will be provided. Each identified variable will be analyzed for interactions among them, providing a more comprehensive understanding of the dynamics in this research. This explanation also explains how these variables influence each other, both directly and through mediation or moderation mechanisms, to provide a clearer understanding of the overall research results. This discussion is grounded in the Islamic Education Management framework, which emphasizes the integration of knowledge (*'ilm*), ethics (*akhlaq*), and effective educational governance as key elements in achieving holistic learning outcomes (Ibrahim et al., 2024; Ilhamsyah & Ramli, 2024; Zien, 2025). It also aligns with the Outcome-Based Education (OBE) perspective, in which learning outcomes are shaped not only by instructional inputs but also by the quality of management and student engagement throughout the learning process (Asim et al., 2021; Malik et al., 2022; Syeed et al., 2022).

Students' Perceptions of the Assessment System on Learning Outcomes in the Evaluation of Learning Course. Based on the hypothesis-testing results using the bootstrap method, it can be concluded that the variable Students' Perceptions of the Assessment System (X1) has a significant positive effect on Learning Outcomes in the Evaluation of Learning Course (Y). This is evident from the path coefficient of 0.238 and the p-value of 0.040 ($p < 0.05$). This finding indicates that students who perceive the assessment system as fair, transparent, and aligned with learning objectives tend to achieve higher academic outcomes. Within the OBE framework, fair assessments serve as a feedback mechanism that supports continuous improvement and self-directed learning. Moreover, from an Islamic educational perspective, fairness (*'adl*) in assessment reflects a moral responsibility of educators to evaluate students in a just and accountable manner, thereby enhancing motivation and sincerity (*ikhlas*) in the learning process.

This result also supports previous studies emphasizing that transparent assessment criteria foster trust between lecturers and students, reducing anxiety and encouraging active participation. In Islamic higher education contexts, when students believe their performance is evaluated objectively and proportionately, they are more inclined to view their academic efforts as a form of worship (*ibadah*), thereby reinforcing both the cognitive and spiritual dimensions of education. Thus, perceptions of fairness in assessment not only enhance learning outcomes but also promote integrity and accountability within the educational process.

Students' *Istiqomah* Attitudes do not have a direct effect on Learning Outcomes in the Evaluation of Learning Course. Based on the hypothesis testing results using the bootstrap method, the path coefficient

of -0.027 , with a p -value of 0.874 ($p > 0.05$), indicates a non-significant negative relationship. This suggests that *istiqomah*, as an internal attitude of consistency and perseverance, may not automatically translate into improved academic performance without external support, such as teaching strategies, assessment feedback, or classroom engagement mechanisms. In other words, while *istiqomah* reflects students' personal commitment to learning, its impact is likely mediated by other factors that shape their ability to apply this consistency effectively in academic contexts. Differences in how *istiqomah* is internalized between cultural and institutional settings may also contribute to its limited direct effect, indicating the need for pedagogical interventions that integrate spiritual values with structured academic practices.

This finding can be interpreted through the lens of the Islamic Education Management framework, which views *istiqomah* as part of the moral-spiritual foundation of students rather than a stand-alone predictor of academic success. Without systematic reinforcement through institutional management, such as teacher mentoring, supportive learning environments, and reflective assessment, personal *istiqomah* may remain latent and underutilized. Therefore, educational institutions need to bridge the gap between spiritual dispositions and academic competencies by designing learning models that harmonize value-based education with measurable learning outcomes.

Classroom Management has a direct and significant effect on Learning Outcomes in the Evaluation of Learning Course. The path coefficient of 0.767 and p -value of 0.000 ($p < 0.05$) indicate a strong positive relationship between effective classroom management and students' academic performance. This result suggests that when learning activities are well-structured, the classroom environment becomes more conducive to concentration, participation, and collaboration, thereby enhancing students' understanding and retention of course material. From a pedagogical perspective, effective classroom management provides clarity about expectations, minimizes distractions, and fosters a supportive atmosphere that motivates students to engage in the learning process actively. In the context of Islamic higher education, this also reflects the integration of *adab* (discipline and respect) within academic interactions, where order and cooperation contribute to holistic learning outcomes. Therefore, the significant effect of classroom management can be interpreted as evidence that structured, participatory, and ethically grounded classroom practices directly contribute to higher levels of student achievement.

The strong influence of classroom management also reinforces the OBE principle that learning outcomes are best achieved through student-centered environments where the teacher acts as a facilitator rather than a mere transmitter of knowledge. Within this framework, classroom management serves as a structural mechanism that ensures learning objectives are achieved through organized, transparent, and participatory processes. Furthermore, in Islamic education, the notion of classroom order is not merely technical but ethical, as it embodies the value of balance (*tawazun*) between freedom and discipline, thus promoting both intellectual and moral growth.

The results collectively indicate that integrating cognitive, affective, and managerial dimensions in Islamic higher education is essential to producing competent and ethical graduates. While students' perceptions of fairness in assessment and effective classroom management significantly enhance learning outcomes, *istiqomah* attitudes require institutional reinforcement to fully realize their educational potential. This aligns with the holistic Islamic education model, which emphasizes the unity of the spiritual, intellectual, and managerial dimensions to achieve educational excellence.

From a managerial standpoint, these findings suggest that Islamic higher education institutions should strengthen teacher training programs focused on transparent assessment, classroom management, and value-based pedagogy. By doing so, educators can design learning experiences that balance performance standards with ethical and spiritual development, reflecting the *maqasid al-tarbiyah* (objectives of Islamic education) in practice. In conclusion, this study underscores the importance of aligning educational management practices with Islamic values and outcome-based principles. Effective assessment systems and structured classroom management emerge as the key levers for improving learning quality in Islamic higher education, while *istiqomah* serves as a moral foundation that requires pedagogical and institutional reinforcement to yield measurable academic benefits.

CONCLUSION

The conclusion of this study reveals that the variables examined exert different levels of influence on students' learning outcomes in the Evaluation of Learning course. Students' positive perceptions of the assessment system are shown to foster motivation, fairness, and deeper engagement in learning. When assessments are perceived as transparent and reflective of students' actual efforts, they foster trust, enhancing learning commitment and performance. However, the non-significant impact of students' *istiqomah* attitudes indicates that personal consistency and perseverance alone are insufficient to improve learning outcomes without pedagogical support. In Islamic education, *istiqomah* should be viewed not merely as an inner virtue but as a behavior that emerges through structured guidance, feedback, and collaboration between lecturers and students.

Moreover, the significant role of classroom management emphasizes its importance in creating a disciplined and ethical academic atmosphere that aligns with the Islamic concept of *adab*. Effective classroom organization fosters focus, participation, and mutual respect, all of which contribute to more substantial cognitive and affective achievements. Overall, these results suggest that improving learning outcomes in Islamic higher education requires a holistic approach that integrates fair assessment systems, spiritual character development, and effective management practices. Such synergy not only elevates academic success but also nurtures moral integrity, discipline, and lifelong learning values, reinforcing the harmony between pedagogical effectiveness and Islamic ethical principles.

ACKNOWLEDGMENT

The authors would like to express their sincere gratitude to UIN Sultan Maulana Hasanuddin Banten and Universiti Pendidikan Sultan Idris (UPSI) Malaysia for the support and opportunity to conduct this collaborative research. Special thanks are extended to all students who participated as respondents, as well as to the academic staff and administrative personnel who facilitated data collection. The authors also appreciate the reviewers' constructive feedback, which greatly contributed to improving this manuscript.

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**9. Bukti Pengiriman Artikel ke Proses
Production (28 November 2025)**

Notifications**[JPI] Editor Decision**

2025-11-28 01:15 PM

Enung Nugraha , E. Syarifuddin , Syaza Hazwani Zaini:

The editing of your submission, "THE INFLUENCE OF STUDENTS' PERCEPTIONS OF THE ASSESSMENT SYSTEM, STUDENTS' CONSISTENT ATTITUDES, AND CLASSROOM MANAGEMENT ON LEARNING OUTCOMES IN THE LEARNING EVALUATION COURSE," is complete. We are now sending it to production.

Submission URL:

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Submission Sent to Production – OJS

1 message

journal of islamic education <journalof.islamiceducation@uinsgd.ac.id>

Fri, Nov 28, 2025 at 2:12 PM

To: Enung Nugraha <enung.nugraha@uinbanten.ac.id>

Enung Nugraha , E. Syarifuddin , Syaza Hazwani Zaini:

The editing of your submission, "THE INFLUENCE OF STUDENTS' PERCEPTIONS OF THE ASSESSMENT SYSTEM, STUDENTS' CONSISTENT ATTITUDES, AND CLASSROOM MANAGEMENT ON LEARNING OUTCOMES IN THE LEARNING EVALUATION COURSE," is complete. We are now sending it to production.

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Jurnal Pendidikan Islam

**10. Bukti Konfirmasi Proses Production dan
Final Review Sebelum Publish (28 & 29
November 2025)**

Messages

Note	From
Dear Author, Assalamu'alaikum warahmatullahi wabarakatuh, We are pleased to inform you that your manuscript has now entered the production stage for publication in <i>Jurnal Pendidikan Islam</i>. As part of the editorial process, we have made several necessary changes to improve the clarity, format, and consistency of your manuscript. Before we proceed to the final publication, we kindly ask you to review the latest version of your manuscript carefully. Please pay special attention to the following: • Author and co-author details (names, affiliations, and corresponding author information) • Substantial content (including title, abstract, introduction, method, result and discussion and conclusion) • Accuracy of references and formatting • Any other critical elements of the manuscript We would greatly appreciate it if you could confirm your approval or provide any necessary revisions at your earliest convenience so we may proceed with timely publication. Should you have any questions or require assistance, please do not hesitate to contact us. Thank you for your continued contribution to <i>Jurnal Pendidikan Islam</i>. Warm regards, Editor Jurnal Pendidikan Islam	dwifikryal 2025-11-28 05:34 PM

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Thank you for your continued contribution to *Jurnal Pendidikan Islam*.

Warm regards,

Editor
Jurnal Pendidikan Islam

14. Enung Nurgraha_Layout.docx

► Dear Editor, Assalamu'alaikum warahmatullahi wabarakatuh, Thank you very much for your constructive feedback and for guiding our manuscript through the production process in <i>Jurnal Pendidikan Islam</i>. We are pleased to inform you that we have carefully reviewed the revised version of our manuscript in accordance with the points highlighted, including: • Author and co-author information (names, affiliations, and corresponding author details) • Substantive content (title, abstract, introduction, method, results and discussion, and conclusion) • Reference accuracy and formatting • Other essential elements of the manuscript Following this review, we have made all the necessary corrections and have resubmitted the updated manuscript file for your further processing. We hereby confirm our approval of the revised version and respectfully request that the editorial team proceed to the next stage of publication. Should any additional adjustments be required, we remain fully available to assist. Thank you once again for your guidance and support. We sincerely appreciate the opportunity to contribute to <i>Jurnal Pendidikan Islam</i>. Warm regards,	enungnugraha 2025-11-28 06:26 PM
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Final Review Before Publication

2 messages

journal of islamic education <journalof.islamiceducation@uinsgd.ac.id>
To: Enung Nugraha <enung.nugraha@uinbanten.ac.id>

Sat, Nov 29, 2025 at 10:58 PM

Dear Author,

Assalamu'alaikum warahmatullahi wabarakatuh,

We are pleased to inform you that your manuscript has now entered the production stage for publication in *Jurnal Pendidikan Islam*.

As part of the editorial process, we have made several necessary changes to improve the clarity, format, and consistency of your manuscript. Before we proceed to final publication, we kindly ask you to carefully review the latest version of your manuscript.

Please pay special attention to the following:

- Author and co-author details (names, affiliations, and corresponding author information)
- Substantial content (including title, abstract, introduction, method, result and discussion and conclusion)
- Accuracy of references and formatting
- Any other critical elements of the manuscript

We would greatly appreciate it if you could confirm your approval or provide any necessary revisions **at your earliest convenience** so we may proceed with timely publication.

Should you have any questions or require assistance, please do not hesitate to contact us.

Thank you for your continued contribution to *Jurnal Pendidikan Islam*.

Warm regards,

Editor

Jurnal Pendidikan Islam

 14. Enung Nugraha_Layout_edited.docx
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Enung Nugraha <enung.nugraha@uinbanten.ac.id>
To: journal of islamic education <journalof.islamiceducation@uinsgd.ac.id>

Sun, Nov 30, 2025 at 8:33 PM

Dear Editor,

Assalamu'alaikum warahmatullahi wabarakatuh,

Thank you very much for informing us that our manuscript has entered the production stage. We sincerely appreciate the editorial team's efforts in improving the clarity, format, and consistency of our paper.

After reviewing the updated version of the manuscript, we would like to submit the following corrections:

1. There is an error in the **corresponding author's email address**. Kindly update it to the correct email address as shown in the attached revised file.
2. We also need to include **two additional authors**, whose details have been added and properly formatted in the updated manuscript.

For your reference, we have attached the revised version of the manuscript containing these corrections. We kindly request that these updates be applied before the final publication process continues. Thank you for your assistance and continued support. Please let us know if any further revisions are required.

Warm regards,
Enung Nugraha

[Quoted text hidden]

 **14. Enung Nugraha_Layout_edited-Update.docx**
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**11. Bukti Konfirmasi Artikel Published Online
(1 Desember 2025)**



Journal of Islamic education <journalof.islamiceducation@uinsgd.ac.id>

Notification of Publication – Jurnal Pendidikan Islam Vol. 11 No. 2, 2025

2 messages

Journal of Islamic education <journalof.islamiceducation@uinsgd.ac.id>
To: Enung Nugraha <enung.nugraha@uinbanten.ac.id>

Mon, Dec 1, 2025 at 2:55 PM

Dear Mrs. Enung Nugraha,

Assalamu'alaikum warahmatullahi wabarakatuh,

On behalf of the Editorial Board of *Jurnal Pendidikan Islam* (JPI), it is my pleasure to formally inform you that your article entitled:

"Determinants of Learning Achievement in Islamic Education: The Roles of Students' Perceptions, Attitudes, and Classroom Management"

authored by:

- **Enung Nugraha**, Universitas Islam Negeri Sultan Maulana Hasanuddin Banten, Indonesia
- **E. Syarifuddin**, Universitas Islam Negeri Sultan Maulana Hasanuddin Banten, Indonesia
- **Syaza Hazwani Zaini**, Universiti Pendidikan Sultan Idris, Malaysia
- **Badrudin Badrudin**, Universitas Islam Negeri Sunan Gunung Djati, Indonesia
- **Aan Ansori**, Universitas Islam Negeri Sultan Maulana Hasanuddin Banten, Indonesia

has been successfully published in *Jurnal Pendidikan Islam* (JPI).

The article can be accessed directly through the following link:
<https://journal.uinsgd.ac.id/index.php/jpi/article/view/48261>

We sincerely appreciate your valuable scholarly contribution to our journal. We believe that this publication will meaningfully enrich academic discourse and provide important insights for enhancing the implementation of the genre-based approach in Arabic language instruction at Indonesian madrasahs.

Wassalamu'alaikum warahmatullahi wabarakatuh.

Yours sincerely,
Dr. Karman, M.Ag.
Managing Editor
Jurnal Pendidikan Islam (JPI)

Enung Nugraha <enung.nugraha@uinbanten.ac.id>
To: Journal of Islamic education <journalof.islamiceducation@uinsgd.ac.id>

Mon, Dec 1, 2025 at 4:03 PM

Dear Dr. Karman, M.Ag.,

Assalamu'alaikum warahmatullahi wabarakatuh.

Thank you very much for the official notification regarding the publication of our article entitled "Determinants of Learning Achievement in Islamic Education: The Roles of Students' Perceptions, Attitudes, and Classroom Management" in *Jurnal Pendidikan Islam* (JPI).

We sincerely appreciate the hard work, guidance, and professional support provided by the Editorial Board throughout the review and publication process. It is an honor for us to contribute to JPI, and we hope that the findings of this study can further enrich academic discourse, particularly in strengthening educational practices and research in Islamic education.

We also express our gratitude for the opportunity to collaborate within this esteemed journal and look forward to future scholarly engagements with JPI.

Wassalamu'alaikum warahmatullahi wabarakatuh.

Warm regards,
Enung Nugraha
on behalf of all authors
[Quoted text hidden]

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

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Received: June 2025. Accepted: November 2025. Published: December 2025.

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; Rughiniş 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 ≥ 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 42. 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:

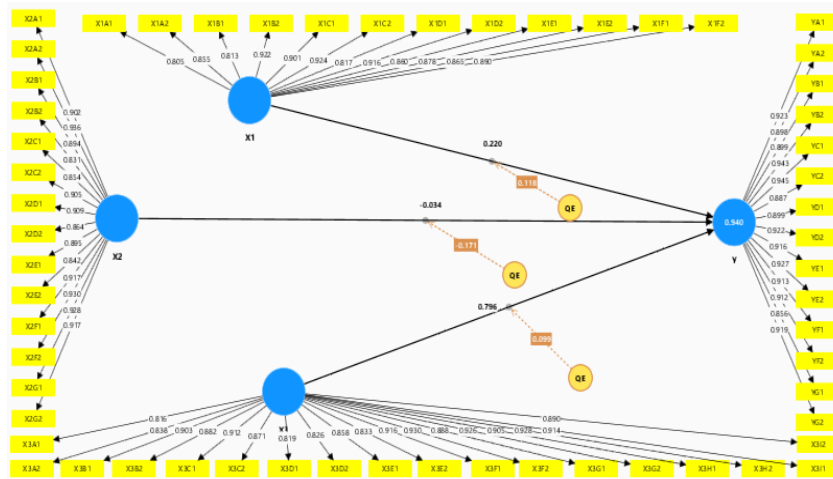


Figure 7. Significance Test of Quadratic Effects

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 43. Linearity Test

Quadratic Effect	Path Coefficient	P-Value	Description
QE (X^1)-> Y	0.118	0.263	Linearity is Satisfied
QE (X^2)-> Y	-0.171	0.149	Linearity is Satisfied
QE (X^3)-> 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 (X¹), Students' *Istiqomah* Attitudes (X²), and Classroom Management (X³) 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 R² value has been verified and corrected to reflect the accurate result of the model analysis, which shows that the combined effect of X¹, X², and X³ 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 44. Average Variance Extracted (AVE)

	Cronbach's Alpha	Composite Reability (rho_c)	Average 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 (X¹), Students' *Istiqomah* Attitudes (X²), Classroom Management (X³), 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 45. Cronbach's Alpha

	Cronbach's Alpha	Composite Reability (rho_c)	Average 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 46. Composite Reliability

	Cronbach's Alpha	Composite Reability (rho_c)	Average 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 47. 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 48. 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' <i>Istiqomah</i> 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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