

THE INFLUENCE OF THE LEARNING SYSTEM AND THE MANAGEMENT OF THE ACHIEVEMENT DEVELOPMENT PROGRAM ON STUDENTS' ACADEMIC PERFORMANCE AT MTSN 6 PONOROGO

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ABSTRACT

This study aims to analyze the influence of the learning system on students' academic achievement, the influence of achievement development program management on students' academic achievement, and the influence of these two variables simultaneously on students of the Achievement Development Program at MTsN 6 Ponorogo. This study uses a quantitative approach with a survey method. The research population was 247 students with a sample of 153 respondents determined using purposive sampling techniques. Data was collected through questionnaires that had met the validity and reliability tests, then analyzed using multiple linear regression with the help of SPSS version 23. The results of the t-test showed that the learning system had a positive and significant effect on students' academic achievement (Sig. = 0.000 < 0.05), as well as the management of the achievement development program which also had a positive and significant effect on students' academic achievement (Sig. = 0.000 < 0.05). The results of the F test showed that the learning system and management of the achievement development program simultaneously had a significant effect on students' academic achievement (Sig. = 0.000 < 0.05). The results of the determination coefficient test showed that both variables contributed 67.4% to students' academic achievement, while 32.6% were influenced by other factors outside the study. These findings show that the optimization of the learning system supported by the management of achievement development programs can effectively improve students' academic achievement.

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Introduction

Education is a vital element in enhancing the quality of human resources and serves as the primary foundation for achieving national educational goals. Beyond acting as a medium for the transfer of knowledge, education also functions as a vehicle for instilling values such as humanity, justice, and social responsibility in learners, equipping them for life within society (Asy'ari et al., 2026). One indicator of the success of an educational endeavor is student academic achievement, which reflects the level of mastery of knowledge and skills gained through the learning process (Budiyo, 2023). Academic achievement also serves as an important indicator for evaluating the

effectiveness of learning and the quality of education provided at an institution (Zainal Arifin, 2009). Therefore, improving students' academic achievement particularly at the Islamic junior high school level in Ponorogo Regency has become a priority in enhancing the quality of education.

The phenomenon of declining academic achievement among students remains a persistent issue in the field of education. Research conducted by Alfiani, Katni, and Tajab indicates that the drop in student grades at MTsN 4 Ponorogo is influenced by low learning motivation, a lack of interest in specific subjects, and the suboptimal implementation of teaching processes by educators in the classroom. These findings suggest that academic attainment does not depend solely on a student's intellectual capacity; rather, it is also shaped by the quality of the instructional system and the educational support provided by the school (Alfiani, Katni, & Tajab, 2025). Academic achievement refers to the outcomes attained by students following a series of learning activities, reflected in their level of knowledge, attitudes, and skills, and measured through learning evaluations, such as daily test scores or semester grade averages (Sri Panca Setyawati, 2022).

One of the factors that influence students' academic achievement is the instructional system implemented in a school. An instructional system is a combination of various interconnected components such as human resources, teaching materials, facilities, infrastructure, and instructional procedures designed to achieve learning objectives. These elements include teachers, students, learning resources, facilities, as well as the strategies and methods that support an effective learning process (Radinal Tamrin, 2023). Therefore, the quality of the learning system is a crucial factor in determining students' success in achieving academic excellence. In addition to classroom-based learning, schools also develop various support programs to enhance academic achievement one of which is the Achievement Development Program. The success of such a program depends on optimal planning, implementation, and evaluation. Pendi Susanto states that achieving school success cannot be attained merely by implementing programs as a formality; rather, it requires planned and sustainable management to ensure that the desired goals can be realized (Pendi Susanto, 2021).

The effectiveness of an instructional system is determined by learning management that is implemented in a planned, organized, directed, and sustainable manner. Learning management refers to a teacher's efforts to oversee the entire instructional process encompassing planning, organizing, implementing, and monitoring to ensure that learning objectives are achieved optimally (Siti Mukarromah et.al., 2021). The application of effective learning management fosters high-quality teaching and learning activities, which in turn positively impact students' academic achievement. From the perspective of educational theory, there is a strong correlation between learning management and student academic performance. Learning management serves as a strategic endeavor by the teacher, acting as a classroom leader, to coordinate various operational components toward the realization of the school's educational goals. Such effective management ultimately leads to the success of instructional programs. Given that student academic achievement has a strong, linear relationship with the quality of the learning process in school, enhancing the quality of instruction becomes the primary key. Therefore, the implementation of appropriate learning management is crucial for fostering a high-quality educational process and boosting student learning outcomes (Budiyo, 2023).

In addition to the instructional system, schools also implement various supporting programs such as extracurricular activities to enhance students' academic achievement. Student involvement in extracurricular activities has been shown to have a positive impact on academic performance, as it fosters learning motivation, a drive to excel, and the development of student skills (Ahmad Zain Sarnoto, 2023). In a similar vein, the Achievement Development Program is an academic development initiative designed to optimize student potential through targeted, sustained guidance, thereby improving the overall quality of education (Khasanah, 2024). Given

that even extracurricular activities can influence academic performance, it follows that a school-led initiative like the Achievement Development Program would also have a significant impact on students' academic success, as this program focuses specifically on both the process and the outcomes of student achievement.

MTsN 6 Ponorogo is the only public Islamic junior high school located in Sampung District, Ponorogo Regency. As an educational institution committed to enhancing the quality of education, the not only conducts regular classroom instruction but also develops various flagship programs designed to nurture the potential of its students. One such program a hallmark of MTsN 6 Ponorogo is the Program Bina Prestasi. This academic enrichment initiative is designed to prepare high-achieving students through more intensive instruction, dedicated mentorship, and continuous guidance. The program serves as a key strategy for the madrasah to improve the quality of its graduates while strengthening students' competitiveness in various academic competitions.

In 2015, the academic performance of students at MTsN 6 Ponorogo was not yet optimal, as evidenced by uneven student grades and a lack of achievements in various academic competitions. This situation prompted the school to implement improvements by establishing an academic achievement development program), designed to provide more focused and intensive guidance for students. The program was structured to cultivate students' academic potential through specialized mentoring, training, and ongoing motivation. Over time, the program yielded positive results, reflected in improved academic grades and an increase in the number of students successfully securing achievements in various competitions both at the local level and beyond. Furthermore, the existence of this program has become a distinct draw for prospective new students, as it demonstrates the school's commitment to supporting and optimally developing its students' academic potential.

This phenomenon is supported by various previous studies, which indicate that learning systems and the management of development programs play a crucial role in enhancing students' academic achievement. Research by Muhammad Azzam (2023) demonstrates that an effectively implemented learning system has a significant impact on improving student achievement. Similar findings are presented by Siti Sofiyah (2022) and Ratu Anggraini (2025), who state that learning management contributes positively to students' academic achievement through well-organized instruction that is aligned with students' needs. Regarding program management, research by Kamila (2023) shows that the planning, implementation, and evaluation of a Development for Achievement can enhance both students' potential and their academic performance. These findings are further reinforced by research from Sri Sugiyarti (2020), which concludes that such development programs are effective in improving the quality of education by boosting students' academic achievement. Collectively, these research results indicate that both learning systems and the management of development programs contribute to the enhancement of students' academic achievement.

Based on a review of previous research, most studies have examined the learning system and the management of the Achievement Development Program separately, often employing descriptive or qualitative approaches. Research utilizing a quantitative approach to examine how these two independent variables interact and simultaneously influence the dependent variable student academic achievement remains very limited. Therefore, there is a need for research that provides empirical evidence regarding the contribution of the learning system and the management of the Program to student academic achievement. This study offers a novel contribution by integrating these two variables the learning system and the management of the Program into a single research model to analyze their simultaneous impact on student academic achievement. Unlike previous studies that typically focused on only one of these variables, this research employs a quantitative approach using multiple linear regression analysis, which allows for the

determination of the magnitude of the influence exerted by each variable, as well as their combined effect on student academic achievement. Theoretically, this study is expected to enrich the existing body of knowledge and broaden the scope of inquiry in the field of educational management. Practically, it may serve as a reference for schools in designing learning systems and managing the Program more effectively to enhance student academic achievement.

Given this background, the objective of this study is to analyze the influence of the learning system on student academic achievement, the influence of the management of the Program on student academic achievement, and the combined influence of both the learning system and the management of the Program on student academic achievement at MTsN 6 Ponorogo.

Method

A quantitative approach using a survey method is employed in this study to examine how the learning system and management of the Achievement Development Program influence students' academic attainment at MTsN 6 Ponorogo. The selection of a quantitative approach is based on the study's objective to establish causal relationships between variables, utilizing numerical data collected from respondents via a structured instrument (Sugiyono, 2016).

The population for this study consists of all 247 students enrolled in the Achievement Development Program at MTsN 6 Ponorogo. The sample was selected using a purposive sampling technique, resulting in 153 respondents, as determined by the Slovin formula with a 5% margin of error. Participants were chosen based on the criteria that they are actively involved in the Program and are willing to serve as research respondents. The study utilizes both primary and secondary data. Primary data were collected through the distribution of questionnaires to the respondents, while secondary data were obtained from documents and supporting records related to the profile and implementation of the Program at MTsN 6 Ponorogo (Sugiyono, 2016). Data collection was conducted using a questionnaire developed based on indicators for each research variable.

Prior to its use, the instrument underwent content validity testing by three expert judges using Aiken's V index (Aiken, 1985), with the following criteria: values >0.80 are considered highly valid, $0.40-0.80$ are valid, and <0.40 are considered less valid. Subsequently, construct validity was tested using the Product Moment correlation; an item is considered valid if the calculated "r" value exceeds the "r" table value. Instrument reliability was assessed using the Cronbach's Alpha coefficient, where an alpha value greater than 0.70 indicates a good level of reliability (Wiratna Sujarweni, 2026). Data analysis was performed using SPSS version 23. Before hypothesis testing, the data were subjected to classical assumption tests, including a normality test using a Normal Q-Q Plot (Isnaini, 2025), a heteroscedasticity test using the Glejser method, and a multicollinearity test based on Tolerance and Variance Inflation Factor (VIF) values, with a criterion of $VIF < 10$ (Wiratna Sujarweni, 2026).

Hypothesis testing is conducted using the t-test to examine the individual effects of variables X1 and X2 on variable Y, and the F-test to determine the combined effect of both independent variables on students' academic achievement. Furthermore, multiple linear regression analysis is employed to measure the magnitude of the influence that the learning system and the management of the *Program Bina Prestasi* (Achievement Development Program) have on students' academic achievement, at a significance level of 0.05 (Wiratna Sujarweni, 2026).

Result

Validity Test

1. Content Validity

Table 1 Content Validity Results

Aspect	Number of Items	Aiken's V value	Criteria
Research Instrument	56 Items	1.00	Highly Valid

Based on Table 1, the content validity test results show that all instrument items obtained an Aiken's V value of 1.00. This value indicates that all statement items fall into the highly valid category, confirming that the research instrument is suitable for use as a data collection tool. Consequently, all indicators for the variables of the learning system, the management of the Achievement Development Program, and academic achievement are consistent with the constructs being measured.

2. Construct Validity

Table 2 Results of Construct Validity Test

Variable	Number of Items	Calculated r range	r Table	Information
Learning System (X^1)	28 Items	0.938-0.996	0.1587	Valid
Achievement Development Program Management (X^2)	16 Items	0.938-0.996	0.1587	Valid
Student Academic Achievement (Y)	12 Units	0.938-0.996	0.1587	Valid

Based on Table 2, the construct validity test results indicate that all statement items have calculated r -values ranging from 0.938 to 0.996, while the r -table value is 0.1587. Since all calculated r -values are greater than the r -table value (calculated $r > r$ -table), all statement items are considered valid. These results demonstrate that each instrument item is capable of measuring the constructs under study namely, the learning system, the management of the Achievement Development Program, and students' academic achievement. Consequently, the entire instrument satisfies construct validity requirements and is suitable for use during the data collection phase.

3. Reliability Test

Table 3 Results of Instrument Reliability Testing

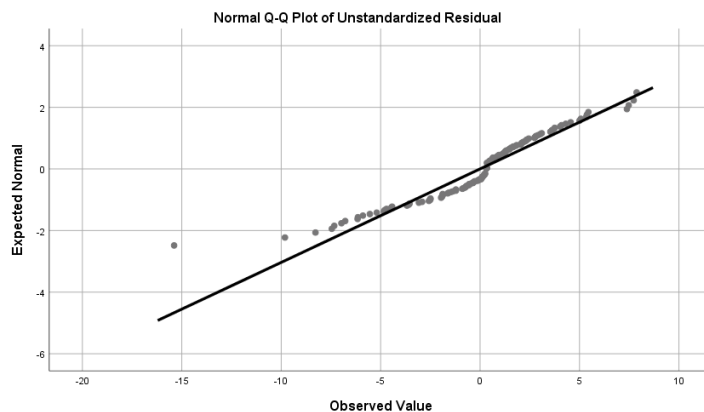
Variabel	Cronbach's Alpha	Kriteria
Learning System (X^1)	0.998	Reliabel

Achievement Development Program Management (X^2)	0.997	Reliabel
Student Academic Achievement (Y)	0.998	Reliabel

Based on Table 3, the reliability test results show that the Learning System variable (X_1) has a Cronbach's Alpha value of 0.998, the Achievement Development Program Management variable (X_2) has a value of 0.997, and the Student Academic Achievement variable (Y) has a value of 0.998. Since all Cronbach's Alpha values are greater than 0.70, all variables are considered reliable.

4. Normality Test

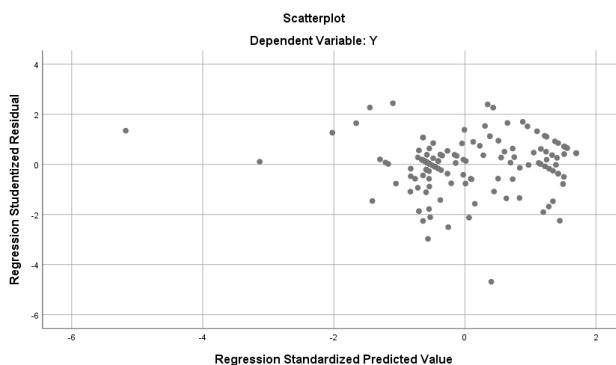
Table 4 Normality Test Results



Based on the results of the normality test, the distribution of residual points lies around the diagonal line and follows its pattern. This condition indicates that the research data are normally distributed, meaning the assumption of normality has been met.

5. Residual vs Predicted Heteroscedasticity Test

Table 5 Heteroskedasticity Test Results



Based on the Residual vs. Predicted scatterplot, the data points are randomly distributed above and below 0 on the Y-axis and do not form any discernible pattern. Consequently, the regression model does not exhibit heteroskedasticity.

6. Glejser Method for Heteroskedasticity Testing

Table 6 Results of the Heteroskedasticity Test (Glejser Method)

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	.702	1.501		.641
	X1	.066	.034	.327	.050
	X2	-.087	.052	-.275	.099

a. Dependent Variable: ABS_RES

Based on the heteroscedasticity test results using the Glejser method, it is found that the variables Learning System (X1) and Achievement Development Program Management (X2) have significance values greater than 0.05. These results indicate that there is no heteroscedasticity present in the regression model. Consequently, the residual variance of the regression model is homogeneous, meaning the model satisfies the assumption regarding heteroscedasticity and is suitable for further analysis.

7. Multicollinearity Test (VIF)

Table 7 Multicollinearity Test Results

Coefficients ^a								
		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
Model		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	3.131	2.070		1.513	.132		
	X1	.218	.046	.451	4.708	.000	.237	4.227
	X2	.297	.072	.396	4.135	.000	.237	4.227

a. Dependent Variable: Y

The multicollinearity test results indicate that the Learning System variable (X1) has a Tolerance value of 0.237 and a Variance Inflation Factor (VIF) value of 4.227. The Achievement Development Program Management variable (X2) also shows a Tolerance value of 0.237 and a VIF value of 4.227. The Tolerance values for both variables are above the minimum threshold of 0.10, while the VIF values remain below the maximum threshold of 10. Consequently, the regression model is considered free from multicollinearity. These findings suggest that there is no strong correlation between the independent variables; therefore, the Learning System and Achievement Development Program Management variables can be used simultaneously in a multiple linear regression analysis.

8. F-test

Table 8 F-test Results (Simultaneous)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3407.815	2	1703.908	154.864	.000 ^b
	Residual	1650.394	150	11.003		
	Total	5058.209	152			

a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

Based on the F-test results, a significance value of 0.000 was obtained, which is less than 0.05 ($0.000 < 0.05$). Consequently, H_0 is rejected and H_1 is accepted. This indicates that the variables Learning System (X1) and Achievement Development Program Management (X2) collectively have a significant effect on Student Academic Achievement (Y).

9. T-test

Table 9 T-test (Partial) Results

Coefficients ^a								
Model	Unstandardized Coefficients			Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error		Beta			Tolerance	VIF
1	(Constant)	3.131	2.070		1.513	.132		
	X1	.218	.046	.451	4.708	.000	.237	4.227
	X2	.297	.072	.396	4.135	.000	.237	4.227

a. Dependent Variable: Y

Berdasarkan hasil uji t, variabel Sistem Pembelajaran (X^1) dan Manajemen Program Bina Prestasi (X^2) menghasilkan nilai signifikansi sebesar 0,000, yang lebih kecil daripada taraf signifikansi 0,05 ($0,000 < 0,05$). Oleh karena itu, H_0 ditolak dan H_1 diterima. Hasil tersebut mengindikasikan bahwa secara parsial Sistem Pembelajaran dan Manajemen Program Bina Prestasi memiliki pengaruh yang signifikan terhadap variabel dependen yaitu Prestasi Akademik Siswa.

10. Coefficient of Determination (R^2)

Table 10 Results for the Coefficient of Determination

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.821 ^a	.674	.669	3.31702

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

Based on the Model Summary results, the R-square value is 0.674, which means that 67.4% of the variation in students' academic achievement is explained by these two variables. The remaining 32.6% may be influenced by other factors outside the model.

Discussion

The Influence of the Learning System on Student Academic Achievement

Based on the partial test results (t-test) presented in Table 9, the learning system variable yielded a significance value of 0.000, which is less than 0.05 ($0.000 < 0.05$). This result indicates that the learning system has a positive and significant effect on the academic achievement of students in the Achievement Development Program at MTsN 6 Ponorogo; therefore, the first hypothesis is accepted. These findings suggest that a better-implemented learning system leads to higher academic achievement among students.

This aligns with the theory proposed by Rahmi Hayati (2025), which states that an effective learning system is characterized by clear learning objectives, well-aligned strategies and evaluation methods, interactive instruction, the use of high-quality learning media, the provision of constructive feedback, and the implementation of continuous monitoring and evaluation. The integration of these components encourages active student participation in learning activities, thereby contributing to improved learning outcomes and academic achievement. Furthermore, these research findings support the work of Muhammad Azzam (2023), who noted that an effectively implemented learning system can enhance student achievement in both cognitive and social skill domains. This study is also consistent with research by Siti Sofiyah (2022), which concluded that learning management carried out through optimal planning, implementation, and evaluation contributes to the enhancement of student academic achievement.

The Influence of the Achievement Development Program Management on Student Academic Achievement

Based on the partial test (t-test) results presented in Table 9, the management of the (Achievement Development) Program yielded a significance value of 0.000, which is less than 0.05 ($0.000 < 0.05$). This result indicates that the management of the Program has a positive and significant impact on the academic achievement of students participating in the program at MTsN 6 Ponorogo; therefore, the second hypothesis is accepted. These findings suggest that the better the management of the Program implemented by the Islamic junior high school, the higher the academic achievement attained by the students.

These findings align with the theory proposed by Herry Krisnandi (2019), which defines management as a series of activities encompassing planning, organizing, executing, and supervising aimed at achieving organizational goals effectively and efficiently. In the implementation of the Program, the application of these management functions ensures that academic development activities are conducted in a planned, systematic, and sustainable manner, thereby enabling the optimal development of students' academic potential. Managing the Program through thorough program planning, clear division of tasks, focused implementation of development activities, and continuous evaluation can enhance students' motivation, discipline, and readiness to engage in various academic pursuits. Such conditions provide students with greater opportunities to attain higher levels of academic achievement.

The results of this study reinforce the research of Kamila (2023), which concluded that the management of the Program plays a role in developing students' potential in both academic and non-academic areas. Furthermore, this study is consistent with the research of Sri Sugiyarti (2020), which demonstrates that effective management of the Program can improve the quality of education while simultaneously enhancing students' academic achievement.

The Influence of the Learning System and the Management of the Achievement Development Program on Students' Academic Performance

Based on the simultaneous test (F-test) results presented in Table 8, a significance value of 0.000 was obtained, which is less than 0.05 ($0.000 < 0.05$). This result confirms that the learning system and the management of the Achievement Development Program have a positive and significant simultaneous effect on the academic achievement of students in the *Bina Prestasi* Program at MTsN 6 Ponorogo; therefore, the third hypothesis is accepted. These findings indicate that both variables collectively contribute to the improvement of student academic achievement. The research results demonstrate that the learning system and the management of the *Bina Prestasi* Program complement each other in supporting the success of the educational process. The learning system plays a role in optimizing the learning process through effective planning, implementation, the use of appropriate methods and media, and learning evaluation. Meanwhile, the management of the Program focuses on developing students' academic potential through program planning, the implementation of development activities, mentoring, and continuous evaluation. The synergy between these two aspects creates a conducive learning environment, which in turn supports the enhancement of student academic achievement.

Furthermore, the coefficient of determination (Adjusted R-squared) is 0.674, indicating that the learning system and the management of the Program together account for 67.4% of the variation in student academic achievement. The remaining 32.6% ($100 - 67.4 = 32.6\%$) is influenced by factors outside of this research model.

Conclusion

Based on the research findings, it can be concluded that the learning system and management of the Achievement Development Program have a positive and significant impact on the academic achievement of students in the program at MTsN 6 Ponorogo, both partially and simultaneously. An effective learning system enhances the quality of the instructional process, thereby contributing to improved student academic achievement. Furthermore, the management of the Program implemented in a planned, organized, and sustainable manner also plays a role in developing students' academic potential. Together, these two variables account for 67.4% of the variance in student academic achievement, while the remaining 32.6% is influenced by factors outside the scope of this study. Consequently, the madrasah should continue to optimize both the learning system and the management of the Program as an effort to sustainably enhance student academic achievement.

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