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Implementation of Educational Administration toward Learning Strategies at STIT Al-Falah Rimbo Bujang

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Abstract

This study aims to analyze the implementation of educational administration toward learning strategies at STIT Al-Falah Rimbo Bujang. Educational administration plays an important role in supporting the effectiveness of academic services and learning processes in higher education institutions, particularly in Islamic higher education. This research employed a qualitative approach with a descriptive research design. Data were collected through observation, in-depth interviews, and documentation involving institutional leaders, lecturers, academic staff, and students at STIT Al-Falah Rimbo Bujang. The data were analyzed using the Miles and Huberman model, including data reduction, data display, and conclusion drawing. The findings revealed that the implementation of educational administration has supported learning strategies through academic management, preparation of learning tools, lecture scheduling, academic services, and learning evaluation. Lecturers have implemented active and participatory learning strategies by utilizing digital learning media, group discussions, presentations, and collaborative learning approaches. However, several challenges were identified, including limited technological facilities, suboptimal utilization of academic information systems, and insufficient digital competencies among some lecturers and students. The study concludes that educational administration has a strategic role in improving the effectiveness of learning strategies in Islamic higher education institutions. Strengthening digital-based academic administration, improving

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human resource competencies, and optimizing academic information systems are essential efforts to enhance the quality of learning at STIT Al-Falah Rimbo Bujang.

Keywords: **Educational Administration, Learning Strategies, Islamic Higher Education, Educational Management, Digital Learning.**

INTRODUCTION

Education is one of the important instruments in developing high-quality human resources. Higher education institutions have a major responsibility in creating learning processes that are able to respond to the challenges of modern development, especially in the current era of digitalization and globalization. In the field of education, educational administration is an essential component that functions to regulate all academic activities so that they can operate effectively and efficiently. Educational administration is not only related to the management of academic documents, but also includes curriculum development, human resource management, academic services, and learning evaluation. Educational administration is a vital component within the education system that aims to ensure all operational aspects of education function effectively and efficiently in order to improve educational quality.(Ladan Bijani et al., 2024)

The development of information technology has brought significant changes to learning systems in higher education institutions. Learning that was previously lecturer-centered has gradually shifted toward student-centered learning. This paradigm shift requires lecturers to implement active, creative, innovative, and technology-based learning strategies. (Kumalaisyawati, 2025)explained that the development of the 21st-century global era requires the education sector to undertake fundamental transformations in order to produce graduates with critical thinking skills, creativity, communication skills, collaboration abilities, and digital literacy. In this context, educational administration plays an important role as a management system that supports the effectiveness of 21st-century learning through administrative innovation and the digitalization of educational systems.

Educational administration has a close relationship with the quality of learning in higher education institutions. A well-organized academic administration system assists lecturers and students in carrying out learning activities in a structured manner. The management of lecture schedules, preparation of learning tools, academic services, learning supervision, and educational evaluation are important aspects in supporting educational quality. (Angga Pratama & desy eka citra dewi, 2023) explained that administration and supervision systems in higher education

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institutions influence the quality of academic services and higher education quality. Universities are required to provide optimal academic services so that the learning process can operate effectively and improve graduate quality.

In facing the development of the digital era, educational administration has also experienced technology-based transformation. The use of digital systems in educational administration can improve the effectiveness of learning management and academic services. (Rosmini et al., 2024) explained that technology-based educational administration can improve student learning outcomes, educational management effectiveness, and facilitate monitoring and evaluation processes in learning activities. The utilization of educational technology also provides convenience in academic data management and the development of digital learning systems in educational institutions.

Besides educational administration, learning strategies are also important factors in improving the quality of higher education. Effective learning strategies are capable of creating active, innovative, and competency-oriented learning processes for students. (Khoirunisa et al., 2026) explained that innovative learning approaches such as Inquiry Learning and Discovery Learning can improve students' critical thinking skills, creativity, and problem-solving abilities. The paradigm shift toward student-centered learning requires innovative learning strategies capable of responding to the challenges of 21st-century education.

From the perspective of Islamic education, educational administration and learning strategies are not only oriented toward academic aspects but are also directed toward character building, moral development, and the establishment of an Islamic academic culture. (Santika et al., 2023) explained that educational innovation in Islamic educational institutions can be realized through the development of open, transparent, democratic leadership and through active, creative, effective, and enjoyable learning strategies. The implementation of such educational innovation is intended to improve learning quality and the quality of graduates in Islamic educational institutions.

STIT Al-Falah Rimbo Bujang, as one of the Private Islamic Higher Education Institutions (PTKIS), has a responsibility to improve learning quality through effective educational administration management and innovative learning strategies. In learning practices, the institution faces various challenges, particularly in dealing with the development of information technology, educational digitalization, and changing student characteristics. Lecturers are required to implement adaptive and innovative learning strategies, while academic administrators are expected to provide effective and efficient educational services. These conditions indicate the

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importance of synergy between educational administration and learning strategies in supporting the quality of Islamic higher education.

Based on preliminary observations, STIT Al-Falah Rimbo Bujang has made various efforts to improve the quality of academic administration and learning strategies. The use of digital media in learning has begun to be implemented, learning tools have been systematically prepared, and academic administrative services have started to move toward a more modern system. However, several obstacles still exist, such as limited technological facilities, adaptation to digital systems, and the effectiveness of academic administrative coordination in supporting learning processes. These conditions indicate that the implementation of educational administration toward learning strategies still requires strengthening in order to optimally support educational quality improvement.

Research regarding educational administration and learning strategies has actually been widely conducted. However, most studies focus more on educational management in general and have not specifically examined the implementation of educational administration toward learning strategies in private Islamic higher education institutions in regional areas. Therefore, this study offers novelty by focusing on the implementation of educational administration in learning strategy practices at STIT Al-Falah Rimbo Bujang as one of the PTKIS institutions in Tebo Regency, Jambi Province.

Based on the explanation above, this research is important to analyze how educational administration is implemented toward learning strategies at STIT Al-Falah Rimbo Bujang, the obstacles encountered in its implementation, and the efforts made to improve learning effectiveness through effective educational administration. This study is expected to provide theoretical contributions to the development of Islamic educational administration studies and practical contributions to improving learning quality in Islamic higher education institutions.

The rapid development of digital technology has significantly transformed educational systems in higher education institutions. Educational administration is currently required not only to manage academic services conventionally but also to adapt to digital transformation in order to improve efficiency, transparency, and institutional effectiveness. Digital transformation in higher education institutions involves the integration of information technology into academic services, learning management, and institutional governance systems. (Alenezi, 2021) explained that digital transformation in higher education institutions is an evolutionary process aimed at developing more effective educational practices, improving service quality, and strengthening institutional competitiveness in the digital era. In addition, (Lian & Juliansyah Putra, 2022) emphasized that

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educational administration in the digital era plays an important role in supporting institutional quality improvement through technology integration and adaptive academic management systems.

Educational administration also has a strategic role in improving the quality of educational services and supporting student-centered learning systems. In modern higher education, students are no longer positioned merely as passive recipients of information, but as active participants in constructing knowledge through interactive and collaborative learning activities. (Tang, 2023) explained that student-centered learning emphasizes active student participation, problem-solving, collaborative learning, and the utilization of technology in learning activities. (Rayens & Ellis, 2018) stated that student-centered learning environments are capable of increasing student engagement, strengthening learning responsibility, and improving students' understanding of academic materials through active learning approaches and digital learning environments.

RESEARCH METHOD

This study employed a qualitative approach with a descriptive research design. The qualitative approach was chosen because this research aims to deeply understand the phenomenon of the implementation of educational administration toward learning strategies at STIT Al-Falah Rimbo Bujang based on natural conditions in the field. According to (Sugiyono, 2022), qualitative research is used to examine natural object conditions in which the researcher acts as the key instrument in data collection and analysis. This approach is considered capable of providing a comprehensive description of educational administration processes and learning strategies implemented in higher education institutions. Qualitative research also aims to understand phenomena experienced by research subjects holistically through descriptions in the form of words and language within natural contexts (Moleong, 2018)

The research was conducted at STIT Al-Falah Rimbo Bujang, Tebo Regency, Jambi Province. The research location was selected because STIT Al-Falah Rimbo Bujang is one of the Private Islamic Higher Education Institutions (PTKIS) that is striving to improve learning quality through strengthening educational administration and developing technology-based learning strategies. In addition, the institution also faces various challenges in academic administration management and the implementation of digital learning, making it interesting to study in depth.

The data sources in this study consisted of primary and secondary data. Primary data were obtained directly through interviews with institutional leaders, lecturers, academic administrative staff, and students at STIT Al-Falah Rimbo Bujang. Research informants were selected using

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purposive sampling techniques, namely selecting informants based on certain considerations related to their knowledge and experience concerning the research focus. (Creswell & Creswell, 2018) explained that qualitative research is used to explore and understand the meaning of individuals or groups regarding social or humanitarian problems. Therefore, informants in this study were selected carefully so that the data obtained would be more in-depth and relevant to the research focus. Meanwhile, secondary data were obtained through academic documents, lecture schedules, learning tools, administrative archives, academic guidelines, and other supporting documents.

Data collection techniques in this study included observation, interviews, and documentation. Observation was conducted to obtain a direct overview of the implementation of educational administration and learning strategies within the campus environment. In-depth interviews were conducted with research informants to obtain more comprehensive data regarding the implementation of educational administration in supporting learning activities. Documentation was carried out by collecting various documents related to academic administration and learning processes. (Ramdhan, 2021) explained that data collection techniques in qualitative research can be conducted through observation, interviews, and documentation to obtain complete and in-depth data according to the research focus.

Data analysis in this study used the Miles, Huberman, and Saldana model, which includes three stages: data reduction, data display, and conclusion drawing. Data reduction was carried out by selecting, focusing, and simplifying the data obtained in the field according to the research needs. Data presentation was carried out in the form of narrative descriptions so that the data could be more easily understood and systematically analyzed. Finally, conclusions were drawn based on the interpretation of the analyzed data. According to (Miles et al., 2014) qualitative data analysis is a continuous process carried out throughout the research until valid and scientifically accountable conclusions are obtained.

To ensure data validity, this study employed source triangulation and technique triangulation. Source triangulation was conducted by comparing data obtained from various research informants, while technique triangulation was conducted by comparing the results of observations, interviews, and documentation. In addition, the researcher also conducted member checking with several informants to ensure that the obtained data corresponded to actual conditions in the field. (Hasanah, 2020) stated that triangulation is used to improve the validity and credibility of research data through the comparison of various sources and data collection techniques so that the data become more objective and trustworthy.

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This research was conducted by considering research ethics, such as requesting permission from the institution, maintaining the confidentiality of informants' identities, and using research data solely for academic purposes. Thus, this study is expected to produce valid, objective, and scientifically accountable data.

RESEARCH RESULTS AND DISCUSSION

Implementation of Educational Administration at STIT Al-Falah Rimbo Bujang

Educational administration is one of the important components in supporting the effectiveness of learning processes in higher education institutions. Based on the research findings conducted at STIT Al-Falah Rimbo Bujang, the implementation of educational administration has been carried out through several important aspects, such as academic planning, lecture administration management, student academic services, and learning evaluation. The applied academic administration system aims to support the orderly implementation of learning so that educational processes can operate effectively and efficiently. Educational administration plays an important role in ensuring that all educational activities can run in a structured and organized manner (Ladan Bijani et al., 2024)

Based on field observations, the institution has systematically managed academic administration through lecture scheduling, archiving academic documents, preparing lecturers' learning tools, and managing student data. Effective academic administration management has had an impact on the effectiveness of learning processes and the quality of academic services for students. According to (Angga Pratama & desy eka citra dewi, 2023), effective educational administration can improve the quality of academic services and help higher education institutions achieve educational goals optimally.

Interviews with one of the academic administrative staff members indicated that academic administration management at STIT Al-Falah Rimbo Bujang has begun to move toward a more structured and technology-based service system. The informant stated:

"Currently, academic administration has started to use digital media for delivering lecture information, collecting lecturers' learning tools, and providing student administrative services so that academic processes become more effective."

(Interview with Academic Administrative Staff, May 14, 2026).

The interview excerpt indicates that educational administration at STIT Al-Falah Rimbo Bujang has begun to transform toward a digital-based administration system. This finding is supported by (Rosmini et al., 2024), who explained that technology-based educational

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administration can improve the effectiveness of educational management and facilitate learning monitoring and evaluation processes.

In addition to academic administrative services, the implementation of educational administration is also reflected in the management of lecturers' learning tools. Based on research documentation, lecturers have systematically prepared learning tools such as Semester Learning Plans (RPS), lecture contracts, and learning media before the learning process takes place. These documents indicate that educational administration functions as an important instrument in supporting the orderly implementation of learning processes in higher education institutions.

However, the findings also revealed that the implementation of educational administration at STIT Al-Falah Rimbo Bujang still faces several obstacles. Limited technological facilities and the suboptimal use of academic information systems are among the barriers in supporting learning effectiveness. In addition, delays in academic administration were still found in several learning activities, which affected the effectiveness of academic services for students. These conditions indicate that strengthening educational administration is still necessary in order to optimally support learning processes.

The implementation of educational administration in higher education institutions requires systematic academic management supported by digital technology and information systems. Effective educational administration enables institutions to improve academic service quality, accelerate administrative processes, and strengthen institutional accountability. (Martins et al., 2019) explained that education management information systems contribute significantly to improving educational service quality, student satisfaction, and institutional effectiveness in higher education institutions. Furthermore, (Purwani et al., 2024) stated that the transformation of educational administration through digital systems can improve operational efficiency, transparency, and the responsiveness of educational institutions toward academic service demands in the digital era.

The transformation toward digital-based educational administration also supports the effectiveness of learning management within higher education institutions. Through the implementation of academic information systems, educational institutions are able to manage academic data more accurately and provide faster academic services for lecturers and students. (sutarjo, 2025) explained that digital-based educational administration management improves service speed, information transparency, and administrative accuracy in educational institutions. Similarly, (Nguyen et al., 2021) emphasized that information systems in higher education support

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learning management, decision-making processes, and institutional academic effectiveness through the utilization of learning analytics systems and digital educational data.

Learning Strategies Implemented in the Lecture Process

Learning strategies are one of the important factors in improving the quality of learning in higher education institutions. Based on interviews with lecturers and students, the learning strategies implemented at STIT Al-Falah Rimbo Bujang have moved toward active and participatory learning. Lecturers not only use lecture methods but also implement group discussions, presentations, collaborative learning, and the use of digital media in learning activities. Active learning strategies are considered capable of increasing student involvement in learning processes and encouraging students to think critically about the materials studied.

(Khoirunisa et al., 2026) explained that innovative learning models such as Inquiry Learning and Discovery Learning can improve students' critical thinking skills, creativity, and problem-solving abilities. Based on the research findings, several lecturers at STIT Al-Falah Rimbo Bujang have begun implementing learning approaches that encourage students to become more active through discussions, case analysis, and project-based assignments.

Interviews with one of the lecturers showed that active learning strategies have begun to be implemented to increase student participation in the learning process. The informant stated:
"Students today cannot only be given lectures. They must be involved in discussions, presentations, and case analyses so that they become more active and understand the material more deeply."
(Interview with Lecturer, May 16, 2026).
Students also responded positively to the use of technology-based learning strategies. One student stated:
"When lecture materials are shared through digital media or learning groups, it becomes easier for us to study them again outside lecture hours."
(Interview with Student, May 17, 2026).

These interview results indicate that the use of digital media in learning provides a positive impact on student engagement in learning processes. According to (Kumalaisyawati, 2025), the development of 21st-century education requires lecturers to develop technology-based and digitally literate learning strategies so that learning becomes more adaptive to contemporary developments.

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Nevertheless, the implementation of innovative learning strategies still faces several challenges. Not all lecturers possess the same ability to utilize learning technology. In addition, limitations in internet networks and technological facilities also become obstacles in implementing digital-based learning. These conditions cause the learning process to not yet operate optimally, especially in the comprehensive use of digital learning media.

Obstacles in the Implementation of Educational Administration toward Learning Strategies

Based on the research findings, several obstacles were identified in the implementation of educational administration toward learning strategies at STIT Al-Falah Rimbo Bujang. One of the main obstacles is the limitation of educational technology facilities and infrastructure. The use of digital-based administration systems has not yet operated optimally due to limited infrastructure and supporting facilities for digital learning.

Besides technological factors, other obstacles were also found in the human resource aspect. Several lecturers and administrative staff still experience difficulties in operating digital administration systems and technology-based learning media. (Rosmini et al., 2024) explained that the success of implementing technology-based educational administration is strongly influenced by the readiness of human resources and support from educational infrastructure.

Based on interviews with academic administrative staff, limitations in technological abilities became one of the obstacles in managing educational administration. The informant stated:

"There are still several lecturers and administrative staff who are not accustomed to using digital systems, so administrative processes are sometimes still conducted manually."

(Interview with Academic Administrative Staff, May 18, 2026).

Another obstacle is the effectiveness of academic administrative coordination in supporting learning processes. Based on interview results, delays in the delivery of academic information and learning administration management were still found in several lecture activities. These conditions indicate that academic administrative coordination still requires strengthening in order to optimally support the effectiveness of learning strategies. Effective educational administration should be able to create a fast, accurate, and efficient academic service system that supports the quality of learning in higher education institutions (Ladan Bijani et al., 2024).

The implementation of active and participatory learning strategies has become an important approach in improving the quality of higher education learning. Student-centered learning encourages students to actively participate in discussions, problem-solving activities,

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collaborative learning, and project-based learning. (Tang, 2023) explained that student-centered learning provides opportunities for students to construct knowledge independently and develop critical thinking abilities through interactive learning processes. In addition, (Rayens & Ellis, 2018) stated that student-centered learning environments can improve students' learning engagement, participation, and responsibility in the learning process through active and technology-supported instructional approaches.

The use of digital technology in learning activities also contributes significantly to the effectiveness of higher education learning processes. Digital learning systems allow students to access learning materials flexibly and encourage lecturers to develop more innovative learning approaches. (Alenezi, 2021) explained that digital transformation in higher education institutions supports the development of innovative learning models, online learning systems, and technology-integrated educational services. Likewise, (Nguyen et al., 2021)emphasized that learning analytics information systems can support learning evaluation processes, monitor student engagement, and improve the effectiveness of learning implementation in higher education institutions.

Efforts to Improve the Effectiveness of Learning Strategies through Educational Administration

To improve the effectiveness of learning strategies, STIT Al-Falah Rimbo Bujang has undertaken several efforts in developing educational administration and learning processes. One of the efforts carried out is strengthening technology-based academic administration through the utilization of digital media in academic services and learning activities. The institution has also encouraged lecturers to develop more innovative and adaptive learning strategies in accordance with educational technological developments.

In addition, improving the competencies of lecturers and administrative staff has become an important concern in supporting learning effectiveness. Training in the use of digital learning media and technology-based academic administration management is needed so that lecturers and administrative staff can adapt to the development of modern educational systems. (Khoirunisa et al., 2026) explained that the implementation of innovative learning models requires support from educational administrators in creating a conducive and adaptive learning environment in accordance with modern educational developments.

Based on interviews with institutional leaders, strengthening educational administration and learning strategies will continue through academic evaluation and improving human resource competencies. The informant stated:

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"The institution continues to strive to improve the quality of academic administration and learning strategies in order to adapt to the development of digital education and the current needs of students."
(Interview with Institutional Leader, May 20, 2026).

From the perspective of educational administration, strengthening academic coordination and conducting periodic learning evaluations are also important steps in improving learning quality. Evaluation of academic administration implementation and learning strategies is necessary to determine the effectiveness of the educational programs that have been implemented. Thus, educational administration not only functions as an academic management system but also becomes an important instrument in improving the quality of Islamic higher education.

One of the major challenges in implementing educational administration toward learning strategies is the limitation of digital infrastructure and institutional technological readiness. Educational institutions in the digital era are required to provide adequate information technology facilities in order to support academic administration and digital learning systems effectively. (Purwani et al., 2024) explained that digital transformation in educational administration requires strong technological infrastructure, integrated systems, and institutional readiness to improve service efficiency and educational quality. Similarly, (Lian & Juliansyah Putra, 2022) stated that the implementation of digital-based educational administration is highly dependent on institutional readiness in managing information technology and digital educational systems.

CONCLUSION

Based on the research findings conducted at STIT Al-Falah Rimbo Bujang, it can be concluded that the implementation of educational administration plays an important role in supporting the effectiveness of learning strategies in higher education institutions. Educational administration has been implemented through academic administration management, preparation of learning tools, student academic services, and the development of digital-based administration systems. The proper implementation of educational administration is capable of supporting the orderly learning process and improving the effectiveness of academic services within the campus environment.

The learning strategies implemented at STIT Al-Falah Rimbo Bujang have also moved toward active and participatory learning. Lecturers not only use lecture methods but also implement group discussions, presentations, collaborative learning, and the use of digital media

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in learning activities. The implementation of these innovative learning strategies has increased student engagement in learning processes and helped students understand learning materials more deeply.

However, the implementation of educational administration toward learning strategies still faces several obstacles. Limited technological facilities, the suboptimal use of digital administration systems, and the limited ability of human resources to utilize educational technology become barriers in supporting learning effectiveness. In addition, academic administrative coordination in several learning activities still needs improvement so that academic services can operate more effectively and efficiently.

Therefore, efforts are needed to strengthen technology-based educational administration, improve the competencies of lecturers and administrative staff, and develop more innovative and adaptive learning strategies in response to digital educational developments. Thus, educational administration not only functions as an academic management system but also becomes an important instrument in improving learning quality and the quality of Islamic higher education at STIT Al-Falah Rimbo Bujang.

SUGGESTIONS

Based on the research findings, the researcher proposes several suggestions as follows:

1. STIT Al-Falah Rimbo Bujang is expected to improve the development of digital-based academic administration systems so that academic services and learning processes can operate more effectively and efficiently.
2. Lecturers are expected to develop more innovative, creative, and technology-based learning strategies so that learning becomes more active and capable of improving students' critical thinking skills.
3. The institution needs to improve educational technology facilities and infrastructure to support the optimal implementation of educational administration and digital learning.
4. Training in the use of learning technology and digital-based academic administration should be conducted periodically for lecturers and administrative staff so that they can adapt to the development of modern education.
5. Future researchers are expected to develop studies on educational administration and learning strategies with broader scopes and deeper research approaches so that they can provide greater contributions to the development of Islamic higher education.

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