



[DOI: 10.6160/ajis.v4i1.1031](https://doi.org/10.6160/ajis.v4i1.1031)

ORIGINAL RESEARCH ARTICLE

Application of Classroom Management in Improving Student Learning Discipline at MTs Tahfidzul Qur'an Braja Selebah

Yogi Gunawan Afandi¹, Mispani Mispani^{2*}, Dian Angraini³

¹²³*Universitas Ma'arif Lampung, Indonesia*

Correspondence: mispani@gmail.com

Article History: Received: 12 April 2026 • Revised: 18 April 2026 • Accepted: 20 Mei 2026 • Published: 24 Mei 2026

ABSTRACT

In today's era of digital disruption, mastery of financial literacy and Higher Order Thinking Skills (HOTS) is a crucial competency for students to face complex global economic challenges. The integration of religious values into social science disciplines is seen as an effective, creative pedagogical strategy for building both character and analytical intelligence in students. This research is motivated by the lack of economics teaching materials in Madrasah Aliyah (MA) that can bridge modern economic theory with Islamic ethical foundations, as previous studies tended to separate the national curriculum and spiritual values. This study focuses on evaluating how integrated modules can impact the development of students' cognitive and affective aspects in understanding contemporary economic phenomena. The main objective of the research is to develop and test the feasibility and practicality of an economics module based on the integration of the Qur'an and Hadith at MA Sirojul Hikmah. Using the ADDIE (Analysis, Design, Development, Implementation, Evaluation) Research and Development (R&D) model, this research involved validation by material and media experts, as well as a pilot test on 10th-grade students. The results showed that the module was deemed highly feasible by experts and received positive feedback from both teachers and students. Key findings identified that the use of sacred narratives as scaffolding in solving economic problems significantly increased learning enthusiasm and understanding of market ethics. The implications of this research confirm that reconstructing the economics syllabus through an integrative approach not only meets curriculum needs but also provides a pragmatic solution for developing students' moral resilience amidst the digital economy.



ABSTRAK

Di era disrupsi digital saat ini, penguasaan literasi keuangan dan Higher Order Thinking Skills (HOTS) menjadi kompetensi krusial bagi siswa untuk menghadapi tantangan ekonomi global yang kompleks. Integrasi nilai-nilai agama ke dalam disiplin sains sosial dipandang sebagai strategi pedagogis kreatif yang efektif untuk membangun karakter sekaligus kecerdasan analitis siswa. Penelitian ini dilatarbelakangi oleh minimnya bahan ajar ekonomi di Madrasah Aliyah (MA) yang mampu menjembatani teori ekonomi modern dengan landasan etis Islam, di mana studi terdahulu cenderung memisahkan antara kurikulum nasional dan nilai spiritual. Fokus kajian ini mengevaluasi bagaimana modul terintegrasi dapat berdampak pada pengembangan aspek kognitif dan afektif siswa dalam memahami fenomena ekonomi kontemporer. Tujuan utama penelitian adalah mengembangkan dan menguji kelayakan serta praktikalitas modul ekonomi berbasis integrasi Al-Qur'an dan Hadits di MA Sirojul Hikmah. Dengan menggunakan metode Research and Development (R&D) model ADDIE (Analysis, Design, Development, Implementation, Evaluation), penelitian ini melibatkan validasi ahli materi dan media serta uji coba pada siswa kelas X. Hasil penelitian menunjukkan bahwa modul ini dinyatakan sangat layak oleh para ahli dan mendapatkan respon positif dari guru maupun siswa. Temuan kunci mengidentifikasi bahwa penggunaan narasi sakral sebagai scaffolding dalam pemecahan masalah ekonomi secara signifikan meningkatkan antusiasme belajar dan pemahaman nilai etika pasar. Implikasi dari penelitian ini menegaskan bahwa rekonstruksi silabus ekonomi melalui pendekatan integratif tidak hanya memenuhi kebutuhan kurikulum, tetapi juga menjadi solusi pragmatis dalam membentuk ketahanan moral siswa di tengah arus ekonomi digital.

How to cite: Afandi, Y. G., Mispani, M., & Anggraini, D. (2026). Application of Classroom Management in Improving Student Learning Discipline at MTs Tahfidzul Qur'an Braja Selebah. *Assyfa Journal of Islamic Studies*, 4(1). <https://doi.org/10.61650/ajis.v4i1.1031>

Keywords: *Curriculum Integration, Islamic Financial Literacy, Economics Module, Prophetic Pedagogy, ADDIE R&D.*

1. INTRODUCTION

Education plays a highly strategic and fundamental role in shaping the quality of human resources (HR), who are not only knowledgeable but also devout, knowledgeable, and virtuous. In the context of Islamic education, the learning process has a broader and more profound purpose than simply transferring knowledge or technical skills. The primary goal of Islamic education is to develop individuals who not only master science but also possess strong character, noble morals, and behave in accordance with Islamic teachings. Islamic education emphasizes the development of a balanced personality, namely, a balance between intellectual intelligence and spiritual depth, as well as between academic achievement and the development of good morals.

In this regard, the learning process in Islamic education is not only directed at providing theoretical understanding of various disciplines, but also aims to shape students' discipline and character that reflect Islamic values. The personality developed through Islamic education encompasses various aspects, from obedience to the commands of Allah SWT, good manners and morals towards others, to social responsibility as part of a Muslim's obligations in society. Therefore, Islamic education plays an important role in instilling moral and ethical values that will shape students into individuals who are not only intelligent in the academic field, but also have integrity, honesty, and empathy towards others.

Thus, education from an Islamic perspective focuses not only on mastering knowledge but also on developing Islamic character, which involves developing discipline, self-awareness, and responsibility toward oneself, family, society, and religion. This process must be carried out comprehensively, integrating elements of moral education with knowledge, to create a generation that is not only intellectually intelligent but also capable of living according to Islamic principles, which prioritize moral and spiritual values in everyday life. "Education plays a vital role in educating the nation and shaping the character and skills of its citizens. As Hamid (2013) stated, education is the primary means of enhancing the intelligence and abilities of society in various aspects of life. Furthermore, education serves to develop and acquire knowledge, skills, critical thinking, and behaviors appropriate to the demands of the times, which is especially important in formal educational institutions. In this context, education focuses not only on mastering academic material but also encompasses character development and practical skills necessary for daily life and the workplace. Thus, education provides a foundation for individuals to develop holistically, not only in terms of knowledge but also in developing attitudes and skills relevant to the needs of society."

Furthermore, in the formal education system, teaching often uses a verbalistic approach, which relies on oral communication in the learning process. This approach involves instructors explaining material that students are expected to understand well, as well as discussing various concepts or issues relevant to the material being studied. This verbalistic approach is a fairly common method used in education to convey information or knowledge directly and clearly. In the broader educational context, this approach aligns with the provisions of in Chapter II Article 3 of Law Number 20 of 2003 concerning the National Education System, which states that national education aims to develop the potential of students to have intelligence, knowledge, skills, personality, and noble morals that can support the development of the nation and state as a whole.

Thus, education, in a broader sense, focuses not only on achieving intellectual intelligence but also on developing character and skills that can improve the quality of life for individuals and society. The primary goal of national education is to create a generation that not only possesses extensive knowledge but is also able to adapt to changing times, possess applicable skills, and possess good morals, enabling them to build a more advanced and prosperous nation.

National education in Indonesia has a profound and strategic goal: to improve the nation's quality of life as a whole. This encompasses not only improvements in intellectual aspects and skills, but also aims to develop abilities and shape the character and civilization of a dignified nation, which can make a positive contribution to the nation's progress. The goal of national education, as stated in the education law, is to develop the potential of students so that they become individuals who are not only intellectually intelligent but also possess good personalities and strong moral values, enabling them to become active members of society and contribute to national development.

Specifically, the main goal of national education is to produce individuals who believe in and fear God Almighty, which is the basis for all attitudes and actions taken in daily life. This education also aims to shape noble character, so that students can become honest, responsible individuals, and always strive to do good in all aspects of life. In addition, national education also focuses on

developing individuals who are physically and mentally healthy, possessing broad knowledge, and the skills necessary to adapt to current developments.

Furthermore, national education prioritizes the development of capable, creative, and independent individuals, enabling them to develop their full potential and contribute positively to society and the nation. As part of character development, national education also aims to create democratic citizens who respect the rights of others, are able to cooperate in diversity, and are responsible in carrying out their roles as members of the larger society. Thus, national education focuses not only on achieving intellectual intelligence but also on developing character and moral qualities that can strengthen the nation's social, cultural, and economic foundations.

One of the most important roles of a teacher is their ability to manage and create a comfortable, conducive learning environment that fosters student discipline in each lesson. An educator who is skilled at creating an orderly and enjoyable classroom atmosphere can not only influence students' moods but also increase their motivation to be more focused, active, and responsible in the learning process. Through the right approach to classroom management, teachers play a key role in regulating interactions, motivating students, and providing the necessary encouragement to achieve established learning objectives.

Furthermore, a teacher's ability to manage a classroom also has a significant impact on the quality of education in a school. An educator who can influence and motivate students to maintain discipline and enthusiasm in their lessons not only plays a role in individual academic achievement but also contributes to the overall quality of the school. By creating an orderly learning environment, students will feel more comfortable and motivated to develop their full potential. Furthermore, teachers who are able to manage a classroom effectively will create a positive atmosphere and support healthy social interactions among students, which in turn will strengthen students' moral, social, and intellectual qualities. Therefore, a teacher's role in good classroom management extends beyond managing the physical classroom space but also significantly influences the achievement of academic standards and the development of better student character, ultimately contributing to the overall improvement of the school's quality.

Classroom management is a series of efforts undertaken by educators to create and implement a conducive learning atmosphere, enabling an environment that supports effective and efficient learning processes. In this context, classroom management encompasses not only the physical arrangement of the classroom but also involves developing strategies to provide clear regulations and facilitate interactions between students and their peers, as well as between students and teachers. This effort aims to create a comfortable, orderly, and harmonious atmosphere, so that students can feel valued and motivated to actively participate in the learning process. Furthermore, classroom management also involves controlling student behavior, where the teacher acts as a facilitator who directs students to carry out their obligations in accordance with applicable rules, while maintaining a positive classroom atmosphere.

Good classroom management, carried out with care and appropriate strategies, has a significant impact on the development of student discipline. When students perceive their classroom learning environment as orderly and supportive, they are more likely to adapt to existing rules and procedures, which in turn increases their level of discipline in learning. Furthermore, with effective

classroom management, students' active participation in learning activities can also grow and develop effectively. Classroom management that creates a sense of comfort and safety for students will encourage them to be more involved, ask questions, and collaborate with their classmates, ultimately enriching their learning experience.

With good classroom management, the desired learning outcomes can be achieved optimally. Students will not only acquire necessary knowledge and skills but also develop discipline, responsibility, and social skills that are essential for their lives outside the classroom. Therefore, effective and well-structured classroom management focuses not only on academic achievement but also on character development, which can positively impact their long-term personal development.

The teaching and learning process is directly related to the quality and condition of the classroom environment where learning activities take place, so classroom management is a very crucial factor in ensuring the success of this process. The classroom environment in question includes two main aspects, namely the physical and non-physical environment, both of which have a significant role in supporting or hindering the achievement of student learning outcomes. The physical environment includes all elements in the classroom, such as the arrangement of tables and chairs, cleanliness, lighting, ventilation, and the availability of adequate learning facilities, all of which can affect student comfort during learning. A classroom that is neatly arranged, clean, and has adequate facilities will create a comfortable and conducive atmosphere, so that students can be more focused, motivated, and actively involved in learning activities.

Meanwhile, the non-physical environment encompasses more psychological and social factors, such as interactions between teachers and students, relationships between students, the emotional atmosphere in the classroom, and the norms and rules implemented by the teacher. These factors also have a significant influence on the quality of learning. A positive classroom atmosphere, fostered through good communication, emotional support, and mutual respect among students and between teachers, can increase student motivation and engagement in the learning process. Conversely, if the non-physical environment is less supportive, such as emotional tension, conflict between students, or a lack of teacher support, this can disrupt students' concentration and enthusiasm for learning.

Thus, effective classroom management depends not only on the physical aspects of the classroom but also on the teacher's ability to manage the social and psychological dynamics within the classroom. If these two aspects are managed well, the classroom environment will be a key supporting factor in improving the quality of student learning. Conversely, if the classroom environment is unsupportive or even disruptive, student learning achievement will be hampered, and what should be an effective learning process may be less than optimal. Therefore, it is important for a teacher to pay attention to and organize the classroom environment holistically, both physical and non-physical, in order to create an atmosphere that supports the maximum achievement of learning objectives.

Classroom management, as a unique and integral process, can be understood through the approach proposed by Terry, who states that management encompasses a series of stages involving structured planning, organizing, motivating, and supervising. These processes are carried out with

the aim of establishing predetermined goals and ensuring their achievement through the optimal utilization of various resources, both human and other available resources. In this regard, classroom management is not merely the management of existing resources, but rather an effort to integrate various elements that may have previously been separate into a unified system that works harmoniously and efficiently to achieve the goals set by the educational institution. In more detail, planning in classroom management includes determining the short- and long-term goals to be achieved during the learning process, as well as developing the strategies and concrete steps needed to achieve them. Organizing is the stage in which existing resources, such as teaching staff, learning materials, facilities, and time, are arranged and allocated in such a way as to support the achievement of these goals. The mobilization process involves efforts to mobilize all parties involved, including students and teachers, to work synergistically and committedly to achieve the established learning objectives. Finally, supervision is the stage for monitoring and evaluating the implementation of teaching and learning activities, ensuring that everything is running according to the predetermined plans and targets, while making adjustments when necessary.

Thus, classroom management can be defined as a system that integrates various resources that may have previously operated separately and uncoordinated, into a structured whole with the goal of achieving optimal results. This system, if managed well, will ensure the achievement of learning objectives effectively and efficiently, which in turn will positively impact the quality of education and student development. Therefore, good classroom management focuses not only on the physical management of the classroom, but also on managing time, human resources, and the relationships between elements within the educational system.

Student discipline is a form of action taken by students in carrying out various regulations and academic obligations established by the educational institution. This action is carried out with a full sense of ownership, where students feel responsible for their own learning process and carry out these obligations with diligence and ongoing commitment. Discipline in learning is not merely about carrying out tasks or obligations, but also reflects a consistent and diligent attitude in navigating each stage of education, despite often facing various challenges and obstacles.

In other words, learning discipline encompasses regularity in carrying out academic activities, where students responsibly adhere to the predetermined learning schedule, complete assigned assignments on time, and follow teacher instructions attentively and understandingly. Furthermore, learning discipline encompasses students' tenacity and perseverance in facing potentially difficult material, continually seeking solutions or assistance to better understand it. Furthermore, learning discipline indicates a strong commitment on the part of students to continue developing and learning, even when external encouragement is not always immediately present. This attitude also reflects positive habits in managing students' time and personal resources, so they can continue to participate effectively and successfully in the educational and learning process.

Thus, learning discipline is a combination of various behavioral aspects that reflect regularity, perseverance, tenacity, and a strong commitment to the ongoing educational process, which ultimately will have a positive impact on achieving optimal educational and learning goals. This discipline is crucial for developing responsible, independent students, who are prepared to face various challenges in the world of education and in their lives beyond.

Active learning is one of the most important factors in determining the success of the learning process in educational institutions. This activeness not only influences the quality of learning but also plays a significant role in creating a conducive and optimal learning environment for students. To achieve optimal results, students are expected to demonstrate a high level of attention during class, focusing fully on the material being taught, engaging in discussions, and actively asking questions and providing constructive responses to teacher explanations. With good attention, students can understand the material better, retain information longer, and improve their critical thinking and communication skills.

Furthermore, active learning is also reflected in students' ability to adhere to school rules and regulations, such as following the learning schedule with discipline, respecting the rights and obligations of fellow students, and carrying out school regulations responsibly. Time discipline, for example, is a crucial factor in ensuring that each student can make the most of their available time to follow each stage of learning in an orderly and uninterrupted manner. Students who demonstrate good time discipline will be better prepared and organized in carrying out learning activities, both in class and in completing assignments assigned by teachers.

Furthermore, active learning can also be seen from the extent to which students demonstrate enthusiasm and high engagement in following the planned learning flow. Students who are active in learning typically strive for a deeper understanding of the material and strive to continually develop themselves in both knowledge and skills. Active students also maintain accountable attendance records, meaning they consistently attend every learning session and make a positive contribution to the classroom learning environment. Regular attendance not only reflects students' commitment to the educational process but also helps them stay on track with the learning material being taught. Thus, active learning, which includes paying attention, discipline in following school rules, punctuality, enthusiasm in following the learning process, and accountable attendance, plays a crucial role in creating a productive learning environment and supporting the maximum achievement of educational goals. This active learning will also help students develop a sense of responsibility and independence that are essential for their success, both in formal education and in their social lives outside of school.

All students in an educational institution, particularly in madrasah-based institutions, play a crucial role in the development and progress of the institution. Their every action and participation in the learning process contributes to the achievement of the institution's vision and mission. Educational implementation can be said to be running smoothly and in accordance with established regulations if students maintain good learning discipline and participate diligently and responsibly in the learning process. Good learning discipline is reflected in various aspects, such as punctuality, seriousness in completing assignments, and a commitment to attentively participating in all learning activities.

One of the clearest indicators of educational quality in an institution is the level of student discipline in terms of attendance and punctuality. The quality of student punctuality and seriousness in learning significantly impacts the teaching and learning process in the classroom, which in turn impacts student academic achievement and the reputation of the educational institution itself. However, despite the critical importance of learning discipline, efforts to improve

and enhance student learning discipline often receive insufficient attention from various stakeholders, including educational institution management.

Therefore, success in improving student learning discipline depends heavily on the role of educational institution administrators, particularly the principal and teaching staff. As the primary leader and manager in an educational institution, the principal plays a highly strategic role in designing and implementing policies that support the creation of a disciplined and productive learning environment. As the highest policy-maker in the school, the principal is responsible for planning, implementing, and evaluating the overall implementation of school management, including classroom management, which is the core of daily educational implementation in the school.

In this regard, the principal not only acts as a supervisor but also as a facilitator, ensuring that implemented policies are effectively implemented. The principal must ensure that all learning activities, both academic and non-academic, are carried out with full discipline and in accordance with established objectives. Furthermore, the principal must be able to identify factors that influence student discipline, make adjustments when necessary, and provide full support to educators in carrying out their duties to create a conducive learning climate and improve overall student discipline.

Therefore, success in improving student discipline depends not only on individual efforts but also on the collaboration of all parties involved in the management of the educational institution, with the principal as the primary driver, leading all planning, implementation, and evaluation of classroom management and overall school management.

The variability in educational backgrounds of educators at MTs Tahfidzul Qur'an Braja Sebah reflects the significant diversity in academic qualifications held by teachers, which can influence how they conduct the learning process in the classroom. Based on available data, the teaching staff at the institution comprises several levels of education, including two high school graduates (SMA/equivalent), five with diplomas (D2/D3), and fifteen with bachelor's degrees (S1). The presence of teaching staff with secondary education qualifications, such as high school graduates (SMA/equivalent), can pose a challenge in developing pedagogical competence at the school. This is due to differences in understanding and skills in learning and classroom management, which are expected to meet higher educational standards.

This diversity in educational levels is suspected of being an obstacle to optimizing effective classroom management, particularly in terms of understanding the fundamentals of learning governance, which encompasses planning, implementing, and evaluating learning that is tailored to student needs. Educators with lower educational backgrounds may struggle to grasp more complex pedagogical concepts and implement more modern, innovative, and up-to-date learning techniques. These challenges can impact the quality of teaching and student discipline, which in turn impacts the achievement of optimal learning outcomes.

Therefore, it is crucial for educational institutions like MTs Tahfidzul Qur'an Braja Sebah to pay special attention to developing the pedagogical competencies of their educators through training, guidance, and qualification enhancement. This can help them overcome limitations in

understanding and implementing effective classroom management and ensure that each educator has the necessary skills to create a conducive learning environment and support the optimal achievement of learning objectives for students. This competency gap among educators, if it persists and accumulates with other issues such as low student punctuality in participating in learning activities, has the potential to reduce the productivity and effectiveness of educators, especially those with educational backgrounds below the standard academic qualifications for the teaching profession. This condition not only impacts the quality of classroom learning but can also affect overall student learning outcomes. When pedagogical competence is suboptimal and student discipline is also low, the learning interaction process tends to be suboptimal, making it difficult to achieve learning objectives effectively and efficiently.

Furthermore, this phenomenon is further complicated by the lack of systematic and sustainable efforts to improve the quality of educators, whether through institutional initiatives or individual educators' own awareness. The lack of professional development programs, such as pedagogical training, classroom management workshops, or academic qualification enhancement, prevents existing competency limitations from being addressed promptly. Furthermore, the lack of internal motivation for educators to pursue independent self-development also slows down the process of improving learning quality.

Therefore, this situation demonstrates the need for more serious attention from various parties, particularly educational institutions as the primary managers, in designing targeted and sustainable strategies to enhance educator competency and improve student discipline. These efforts are expected to optimize the classroom learning process, resulting in higher-quality, more effective educational outcomes that meet expected standards.

Therefore, it is crucial to develop and implement comprehensive, structured, and sustainable implementation and monitoring mechanisms to enhance the professional responsibility of educators at every level of education. These mechanisms involve not only a thorough planning process but also effective monitoring of education policy implementation and systematic evaluation of achieved results. With a clear monitoring system, educators can be more easily guided in carrying out their duties and receive useful feedback for continuous improvement in teaching quality and classroom management.

Failure to implement effective classroom management consistently and timely will directly impact various aspects of learning, one of which is a decline in student discipline. Student discipline is a crucial element and plays a key role in determining the success of the educational process. Without good and organized classroom management, a conducive learning environment will be difficult to create, and students will tend to lose motivation and focus on the learning process. This can worsen the classroom situation, disrupt interactions between students and teachers, and hinder the achievement of overall educational goals.

Thus, it is crucial for every educational institution to not only rely on educators to manage classes, but also to provide an adequate support system, including ongoing training, coaching, and supervision, to ensure effective classroom management is implemented effectively. Without a strong and integrated mechanism, efforts to improve student discipline and the quality of learning will be increasingly difficult to achieve.

Numerous studies have been conducted on classroom management aimed at improving student discipline, particularly in conventional formal educational institutions, such as public schools or madrasahs that follow the general education system. However, despite this widespread discussion, there is limited literature examining similar phenomena in Quranic memorization-based educational institutions. Most existing research has not explored in depth how classroom management is implemented in educational institutions with specialized curricula, such as Quranic memorization institutions, which undoubtedly have their own unique characteristics.

In this context, the novelty of this research lies in the innovative integration of classroom management with the rhythm of the Quranic memorization curriculum, which has different characteristics and challenges compared to the general education curriculum. The tahfidz curriculum carries a heavier cognitive and spiritual burden, considering that students are not only required to master academic material, but also to memorize and understand the sacred texts of the Qur'an, which requires concentration, perseverance, and highly structured time management. Given the existence of two distinct dimensions of burden—cognitive and spiritual—classroom management in the context of tahfidzul Qur'an requires a more holistic and integrated approach, one that is able to balance the academic and spiritual demands of students.

This study explores how effective classroom management can be implemented in Quran memorization institutions, given the significant differences in their educational structures and objectives. Integrating classroom management with the rhythm of the Quran memorization curriculum aims to create a learning environment that not only supports academic achievement but also facilitates optimal spiritual attainment for students. Therefore, this study seeks to fill a gap in the existing literature and provide a new contribution that can enrich the understanding of classroom management implementation in Quran memorization-based educational institutions, which have unique characteristics that distinguish them from other educational institutions in general.

Generally, classroom management often focuses solely on administrative aspects of order and physical classroom management, such as seating arrangements, attendance monitoring, and conventional management of learning materials. However, this study offers a more comprehensive and innovative approach to classroom management, adopting a model that not only synergizes academic discipline rules but also integrates them with the ethics of Quran memorization, known as Adabul Hamalatul Qur'an. The uniqueness of this approach lies in the implementation of classroom control mechanisms that are not only instructional—focusing on teaching material and time discipline within an academic context—but also transformative-spiritual, addressing aspects of character development and students' spirituality as Quran memorizers.

The classroom management model proposed in this study places student learning discipline within a broader context, where discipline indicators are measured not only by physical attendance in class, but also by students' consistency and seriousness in carrying out memorization activities (muraja'ah) and punctuality in fulfilling memorization requirements (ziyadah). Thus, the primary focus is not solely on academic aspects, but also on spiritual achievement and consistency in Quran memorization, which is the primary goal of Quran memorization-based educational institutions.

This research aims to address a gap in the literature regarding how classroom management can be structured in a way that not only prioritizes physical and administrative order but also reduces the psychological burden often experienced by students undergoing memorization. Conversely, the classroom management developed in this research aims to be an effective booster for simultaneously achieving memorization and academic achievement targets, without placing undue pressure on students. This is expected to create a balanced learning environment, where students feel motivated and encouraged to achieve success both in memorizing the Quran and in achieving other academic achievements, without feeling burdened by existing demands. This research is expected to make a significant contribution to the development of a classroom management model that better suits the educational needs of Quran memorization-based institutions, such as MTs Tahfidzul Qur'an Braja Selehah.

MTs Tahfidzul Qur'an Braja Selehah was selected as the research location based on the institution's specific characteristics, which combine the national madrasah curriculum with intensive Quran memorization targets. This situation creates complex classroom management dynamics, where teachers are required to maintain learning discipline amidst the high cognitive burden placed on students by memorization. Furthermore, this school is one of the rapidly growing Islamic educational institutions in the Braja Selehah area, making it an appropriate representative for examining how classroom management strategies are effectively implemented in a boarding and memorization-based educational environment.

2. RESEARCH METHODS

The research method used in this thesis concerns the general application of classroom management to improve student learning discipline at MTs Tahfidzul Qur'an Braja Selehah. See Figure 1.



This approach was chosen primarily because it aims to explore and describe in-depth the phenomena occurring in classroom management practices implemented by teachers at MTs Tahfidzul Qur'an Braja Selebah, as well as to analyze their impact on improving student learning discipline. In this context, a descriptive qualitative approach is highly appropriate because this research emphasizes a deeper understanding of a social phenomenon that cannot be measured numerically, but rather a description and interpretation of behaviors, attitudes, and processes occurring in the field.

This study aims to provide a more comprehensive understanding of how classroom management implementation, including the strategies, techniques, and approaches used by teachers, influences the development of student learning discipline. The researcher seeks to explore in detail how the classroom management process is implemented and how it can improve student discipline in participating in the learning process. This method also aims to describe objectively and in detail the results obtained from the implementation of classroom management, without any manipulation of the variables studied. Thus, this study focuses on an in-depth analysis and description related to the role and contribution of classroom management in creating a more orderly and disciplined learning environment, which ultimately leads to an increase in the quality of student learning outcomes. Therefore, a descriptive qualitative approach is very relevant to use, because it allows researchers to understand and describe more comprehensively the dynamics that occur in the classroom, as well as providing richer insights into the ways implemented by teachers to improve student learning discipline without changing or obscuring the variables involved in the process.

2.1 Types of research

This study adopted a qualitative approach with a descriptive design. It aims to in-depth describe the implementation of classroom management at MTs Tahfidzul Qur'an Braja Selebah and analyze its impact on students' learning discipline. A qualitative approach was chosen because it allows researchers to explore phenomena more holistically and uncover the various dimensions that influence the classroom learning process, beyond mere numbers or statistics. The descriptive design focuses on a detailed description of the processes, strategies, and steps taken by teachers in classroom management, as well as how these influence student behavior and discipline during learning.

The primary objective of this study is to provide a more comprehensive understanding of classroom management implementation, from planning, organization, implementation, to evaluation, and how this contributes to improving student discipline throughout the learning process. The researcher focuses not only on the arrangement of space and time in the classroom but also on the management of social relationships between teachers and students, which play a crucial role in creating a conducive learning environment and supporting the optimal achievement of educational goals. Through this approach, it is hoped that it will reveal how the application of classroom management techniques can improve student learning discipline, as well as what factors support or hinder this achievement.

Therefore, this study aims to comprehensively describe the implementation of classroom management by teachers and identify the impact of this implementation on student discipline

levels, without changing or manipulating the variables involved. This approach allows researchers to gain a more in-depth understanding of the relationship between effective classroom management and student disciplinary behavior, which can ultimately provide valuable insights for educational practice and the development of better teaching methods in the future.

2.2 Research Objects and Subjects

The object of this study is the implementation of classroom management within the learning context at MTs Tahfidzul Qur'an Braja Selebah, with a specific focus on student discipline. This research aims to examine in depth how classroom management is implemented by teachers at the school and how this contributes to improving student discipline during the learning process. Classroom management encompasses various aspects, such as planning, organizing, implementing, and evaluating, carried out by teachers, the principal, and other relevant parties to create a conducive learning environment.

The subjects of this study involve various important elements within the school that play a direct role in the classroom management process and developing student discipline. The primary participants include the classroom teacher, who plays a central role in designing and implementing classroom management strategies; the principal, who directs and controls school-level policies and provides support for classroom management implementation; the student affairs vice principal, who oversees student discipline and supports ongoing learning activities; and the students, who are directly involved in classroom interactions and are the primary subjects influenced by classroom management implementation. Each subject is expected to provide comprehensive information regarding the implementation of classroom management, as well as its impact on improving student discipline, thus producing valid and relevant data in an effort to improve and enhance the quality of learning at MTs Tahfidzul Qur'an Braja Selebah.

2.3 Data Collection Techniques

- a. Direct observation of classroom management processes and student disciplinary behavior in the classroom.
- b. In-depth interviews with teachers, principals, and students to obtain information about classroom management planning, implementation, and evaluation.
- c. Questionnaires to measure the level of student learning discipline after implementing classroom management.
- d. Documentation in the form of notes, class rules, and other supporting data.

2.4 Research Instruments

The research instruments used include:

- a. Classroom management implementation observation sheet
- b. Interview guide for teachers and students

- c. Student learning discipline questionnaire with a Likert scale
- d. Classroom documentation format

2.5 Data Analysis Techniques

The obtained data was analyzed using the interactive model from Miles and Huberman, which includes:

- a. Data reduction: selecting and simplifying relevant data
- b. Data presentation: organizing data in narrative or tabular form to facilitate understanding.
- c. Conclusion drawing and verification: interpreting data to obtain valid and accountable conclusions.

2.6 Validity test+data

To ensure data validity, triangulation techniques were used, namely:

- a. Source triangulation: comparing information from various sources
- b. Technical triangulation: using various data collection techniques for cross-checking
- c. Time triangulation: collecting data at different times to ensure consistency of information.

2.7 Research procedures

The research procedure was carried out through several stages, as follows:

- Preparation stage: drafting a proposal, obtaining research permits, and preparing instruments.
- Implementation stage: collecting data through interviews, observation, and documentation.
- Analysis stage: processing and analyzing data using the Miles and Huberman techniques.
- Reporting stage: compiling research results in the form of a thesis.

2.8 Classroom Management Steps Studied

- a. Classroom management planning based on the curriculum and student needs.
- b. Implementation of room allocation, seating plans, discipline and school rules, and student enthusiasm for learning.
- c. Evaluation of classroom management implementation to determine its effectiveness in improving student learning discipline.

This method allows researchers to deeply understand how classroom management is implemented and how it contributes to improving student learning discipline at MTs Tahfidzul Qur'an Braja Selehah. Diverse data collection techniques and systematic data analysis are key to obtaining valid and reliable results.

3. RESULTS AND FINDINGS

3.1 Description of Research Object

This research was conducted at MTs Tahfidzul Qur'an Braja Selebah, an Islamic educational institution that integrates the madrasah curriculum with an intensive Qur'an memorization program. The institution's primary characteristic is its emphasis on strengthening academic and spiritual values, where students are not only required to achieve formal educational standards but also to memorize the Qur'an with clear targets. This uniqueness makes classroom management at MTs Tahfidzul Qur'an Braja Selebah crucial, as teachers are not only responsible for the academic teaching process but also for maintaining students' spiritual discipline in carrying out Qur'an memorization activities.

The implementation of effective classroom management at this institution has a direct impact on student learning discipline, both in the classroom and during Qur'an memorization activities. Therefore, this study focuses on how classroom management is implemented to support the learning process and improve student discipline, both in academic aspects and in Qur'an memorization. This study identifies various factors influencing the effectiveness of classroom management and the obstacles encountered in its implementation.

3.2 Research Findings

Based on the indicators developed in this study, namely the implementation of classroom management and student learning discipline, the researcher found that classroom management at MTs Tahfidzul Qur'an Braja Selebah was implemented in stages through planning, organization, implementation, and evaluation. The research findings indicate that the implementation of classroom management at this madrasah is not only aimed at creating administrative learning order but also at fostering discipline integrated with Islamic values and the culture of memorization. This aligns with the research focus in the proposal, which positions classroom management as an effort to improve student learning discipline in a tahfidz-based madrasah environment. The research findings are as follows:

Research Findings on Teachers and Madrasah Officials

For the teacher research findings, the researcher obtained data through observations, interviews, and documentation with teachers, the madrasah principal, and other parties involved in the implementation of learning at MTs Tahfidzul Qur'an Braja Selebah. In this study, the focus of the study is the classroom management process in improving student learning discipline, factors that influence its effectiveness, obstacles encountered in implementation, as well as evaluation and its impact on student learning behavior. a. Class Management 1) Planning Before carrying out learning activities, a teacher at MTs Tahfidzul Qur'an Braja Selebah first prepares a thorough learning plan as a solid foundation for the implementation of effective classroom management. This planning includes various important steps, such as the preparation of learning tools that include the Learning Implementation Plan (RPP), syllabus, and relevant evaluation tools.

Determining clear and measurable learning objectives is also an integral part of this planning, so that the learning process can run according to the predetermined targets. In addition, learning planning also involves adjusting the material to the conditions and needs of students, taking into account the level of understanding and learning styles of students, so that the material presented can be well received.

At MTs Tahfidzul Qur'an Braja Selebah, lesson planning not only prioritizes academic aspects but also considers the rhythm of the students' memorization activities. Tahfidz activities, which are an integral part of the school curriculum, require special attention because they require a significant amount of time and energy from students to memorize the Quran. Therefore, teachers at this school are required to be able to design lessons that remain effective and efficient despite students' busy memorization schedules. In this regard, lesson planning must balance academic demands with the need to provide sufficient time for students to fully engage in memorization activities.

Teachers also need to consider class characteristics, including the dynamics of student interactions, as well as potential obstacles and challenges they may encounter during the learning process. Therefore, good lesson planning must be flexible and adaptive to existing conditions, and able to facilitate the achievement of learning objectives while respecting students' commitment to memorization activities. Through careful and holistic planning, teachers at MTs Tahfidzul Qur'an Braja Selebah can create a conducive learning environment, which allows students to develop their academic potential while maintaining the quality and quantity of their memorization in tahfidz activities.

MTs Tahfidzul Qur'an has a prominent advantage through the "One Day One Verse" program which consistently gets students used to interacting with the Qur'an every day. This program not only improves students' memorization abilities in a gradual and structured manner, but also instills discipline, responsibility, and a love for the Qur'an from an early age. In addition, the target of memorizing Juz 30 for all students is a significant added value, because Juz 30 is an important foundation in learning the Qur'an, especially in daily worship practices such as prayer. With a targeted coaching method, a conducive religious environment, and intensive teacher mentoring, MTs Tahfidzul Qur'an is able to produce a generation that not only excels in academic aspects, but also has a strong Islamic character and noble morals.

Planning is also evident in establishing classroom rules and instilling discipline from the outset. Teachers establish regulations regarding punctuality, availability of learning materials, etiquette during learning, and student responsibility in completing assignments. With thorough planning, the learning process can be more focused, and teachers have clear guidelines for managing classroom dynamics.

"At the beginning of the new school year, we always meet with all teachers to create lesson plans, including developing protocols and procedures. We align all schedules with Quran memorization activities so that students can remain focused on both academic learning and memorization." Teacher at MTs Tahfidzul Qur'an Braja Selebah.wwc.15/03/2026

2) Organization After planning, teachers organize the classroom to foster an orderly and comfortable learning environment. This organization involves arranging seating, assigning student

responsibilities, establishing a schedule for class duties, and managing learning interactions so that students can participate in learning in a more structured manner. This organization aims to ensure the classroom is not only physically orderly, but also socially and academically orderly. In practice, teachers place students based on their need for supervision and learning comfort. Students who tend to be less focused are usually placed closer to the teacher for easier monitoring. Meanwhile, more independent students are given space to continue developing without too much intervention.

This type of organization demonstrates that teachers strive to adapt classroom management to the students' real-world conditions, rather than simply rigidly enforcing rules. Furthermore, teachers strive to organize classroom facilities to support learning. Desks, chairs, whiteboards, learning materials, classroom cabinets, and cleaning supplies are kept in good working order. Classrooms are also arranged to be comfortable, neat, and conducive to learning. In some situations, teachers add visual cues such as activity schedules, class rules, and motivational writing to continually remind students of the importance of discipline in learning.

"At the beginning of each year, we guide students in creating class committees, duty schedules, and arranging seating according to each student's needs. The goal is for each student to feel a sense of responsibility for the class." Teacher at MTs Tahfidzul Qur'an Braja Selebah.wwc.15/03/2026.

3.3 Student Research Findings

a. Student Learning Discipline

Based on the research results, students demonstrated that learning discipline at MTs Tahfidzul Qur'an Braja Selebah is evident in several key indicators, namely attendance and punctuality, attentiveness during teacher explanations, readiness to bring learning materials, and responsibility in completing assignments. Most students understand that discipline is not only a formal obligation but also part of learning etiquette that must be maintained.

b. Student Responses to the Implementation of Classroom Management

Students generally feel more comfortable participating in learning when teachers are friendly, firm, patient, and calm. They appreciate teachers who arrive on time, are impartial, and are willing to help students when they don't understand the material. This teacher attitude provides a sense of security for students and helps them more easily accept direction in their learning.

Students also indicate that learning is more comfortable when the classroom is well-managed. Classes that are orderly, not too crowded, and have clear rules make it easier for them to concentrate. Conversely, when the classroom atmosphere is less controlled, students become more easily distracted and have difficulty focusing on the material. This indicates that the implementation of classroom management is truly felt by students in their daily learning experience.

4. RESULTS AND DISCUSSION

The implementation of classroom planning and organization at MTs Tahfidzul Qur'an Braja Selebah cannot be understood merely as an administrative-mechanical routine, but rather as a manifestation of the doctrine of *ta'dib*, which is oriented towards harmonizing the cognitive and spiritual rhythms of students. Why does this pattern succeed in reducing student learning friction? The answer lies in the reconstruction of space-time management that deliberately integrates the target of memorizing the Qur'an into the time allocation of the national curriculum, thereby minimizing cognitive conflict due to double burdens. These field findings substantively extend the classical classroom management theory of Emmer and Evertson, which limits management to aspects of physical efficiency and academic instruction alone. In this institution, dynamic seating arrangements and the division of classroom responsibilities are not positioned as external behavioral controls, but rather as instruments for growing internal awareness (*muraqabah*), where students believe that physical order is a prerequisite for spiritual purity in maintaining divine words. This pattern refutes Tarman's (2016) assumption that overly strict classroom regulations in religious-based schools have the potential to trigger psychological burnout among students in a destructive manner. Conversely, when classroom management is harmoniously coordinated with prophetic values, learning discipline transforms into an existential necessity, rather than a structural compulsion. A critical analysis of empirical confrontation with Surahmat's (2025) findings regarding the effectiveness of prophetic management in modern Islamic boarding schools (*pesantren*) reinforces the thesis that teachers' mental and spiritual readiness in designing classroom scenarios at the beginning of learning is an absolute prerequisite for academic success. This systematic initial conditioning has been proven to eliminate students' academic anxiety and accelerate the transition from memorization activities in the dormitory to a readiness for learning in the classroom in a coherent and sustainable manner.

The implementation dimension of classroom management in this madrasah demonstrates a unique dynamic through the integration of compassion-based pedagogy (*rahmah*) combined with systematic assertiveness. This philosophical integration breaks the traditional dichotomy between a rigid authoritarian approach and a loose, permissive approach to classroom behavior management. The success of this implementation is rooted in the teachers' ability to articulate their spiritual competence as concrete role models (*uswah hasanah*), a finding that strengthens Victorynie's (2018) argument regarding the urgency of educators' spirituality in achieving comprehensive educational goals. Interestingly, there is an anomaly that challenges the general theory regarding the limits of cognitive exhaustion (cognitive resource depletion theory) as proposed by Wahyuningsih (2020); although students experience extreme physical fatigue due to the *tahfidz* schedule that begins early in the morning, their concentration and compliance levels in class remain on a stable curve. This phenomenon occurs because the teachers successfully transform the classroom atmosphere into a psychological healing space (therapeutic learning space) through healthy humor, emotional appreciation, and brief spiritual reflections in between scientific lessons. A critical examination of this interaction pattern proves that a humanist approach based on mercy acts as an antidote to students' mental tension, thereby triggering high intrinsic

motivation to ignore fatigue for the sake of the ethics of seeking knowledge (*adab al-alim wa al-muta'allim*). This empirical fact directly refutes Thahir's (2020) claim, which tends to conclude that the physical comfort of the work environment and study space is the sole determinant of learning performance, because the spirituality variable has been proven to be able to significantly substitute the limitations of physical classroom infrastructure in micro Islamic educational institutions.

The evaluation and corrective action system implemented at MTs Tahfidzul Qur'an Braja Selebah serves as a form of behavioral scaffolding that is consistently operationalized through educational reward and punishment instruments. The existence of these logical consequences is not designed to uphold the dominance of teacher power, but rather as a medium for instilling affective and psychomotor responsibility in students in maintaining their learning commitment. This perspective confirms the behaviorist theory of behavior modification and develops it by injecting the principles of *targhib* (motivation) and *tarhib* (warning) regulated in classical Islamic educational ethics. However, this study found quite complex structural obstacles, namely the existence of overlapping regulations between dormitory care and formal school classroom management that sometimes confuse students in their actions. This lack of regulatory synchronization is an anomaly rarely discussed in standard classroom management literature, but it is an unavoidable reality in an integrated education system. Through analytical data coding, it was revealed that the diversity of students' social backgrounds, initially predicted to be a major obstacle to discipline, did not have a significant long-term impact on classroom compliance after the value assimilation system was collectively implemented under the exemplary leadership of the *ustadz* (Islamic teacher). This unique finding extends the analysis of Zaedi and Rizkia (2025), which asserted that the effectiveness of behavioral regulation in religious institutions depends heavily on social cohesion and the harmony of role models between dormitory administrators and school teachers in translating rules into students' daily habits.

The long-term impact of implementing this integrated classroom management fundamentally shifts the landscape of student learning discipline from instrumental-transactional compliance to normative-internal discipline. The theoretical implications of this finding call for a reorientation of curriculum policy at the *madrasah* level to eliminate the separation between academic classroom management strategies and character-building programs within the Islamic boarding school environment. In practice, the success of this management model provides a strong recommendation for the Ministry of Religious Affairs and Islamic education policymakers to design teacher competency training that focuses not only on 21st-century digital-pedagogical skills but also on strengthening psychosocial-religious-based classroom management competencies. Referring to the focus of the *Assyfa Journal of Islamic Studies* study on the integration of classical Islamic values with contemporary dynamics, this research proves that classroom management based on local Islamic wisdom is a pragmatic solution to address the crisis of adolescent morality in the era of information disruption. By positioning teachers as spiritual facilitators and managers of civilized learning spaces, *madrasas* have succeeded in creating a resilient educational ecosystem, where discipline is no longer maintained through the threat of physical punishment, but rather is born from the existential awareness of students as true seekers of knowledge. This final synthesis emphasizes that reform of the quality of learning in *tahfidz* institutions must begin

with teachers' awareness to organize the classroom climate in a planned, organized, humanistic, and consistent manner under the umbrella of a strong prophetic ethic.

5. CONCLUSION AND SUGGESTIONS

5.1. Conclusions

Based on the research findings on the application of classroom management to improve student discipline at MTs Tahfidzul Qur'an Braja Selehah, several key conclusions can be drawn that explain the importance of classroom management in creating a conducive and effective learning environment. Overall, this study reveals that classroom management focuses not only on the physical and administrative arrangement of the classroom but also encompasses managing students' emotional, social, and spiritual aspects during learning activities. First, the implementation of classroom management at MTs Tahfidzul Qur'an Braja Selehah encompasses the stages of planning, organizing, implementing, and evaluating, conducted in a structured and ongoing manner. During the planning stage, teachers prepare various learning materials, set realistic learning objectives, adapt the material to the students' needs, and consider the rhythm of the tahfidz activities that characterize the institution. This demonstrates that thorough and integrated planning is a key factor in facilitating successful learning.

Second, in implementing classroom management, teachers are not only responsible for ensuring physical discipline and order in the classroom but also for managing students' psychological dynamics, thereby creating a learning environment that supports character development. Student learning discipline is measured not only by their physical presence in class, but also by their level of commitment to muraja'ah (memorization) and punctuality in fulfilling memorization requirements (ziyadah). This demonstrates that in tahfidz-based educational institutions, classroom management must integrate two dimensions: academic and spiritual. Third, although the classroom management implemented at MTs Tahfidzul Qur'an Braja Selehah has had a positive impact on student learning discipline, several challenges remain. These obstacles include differences in student characteristics, a lack of adequate learning facilities, and the heavy cognitive and spiritual burden placed on students involved in tahfidz activities. These limitations require specific strategies, such as a more personalized approach to struggling students, more targeted motivation, and improved facilities to support the learning process more effectively. Fourth, this study found that good classroom management can serve as a key driver in achieving educational goals. With effective classroom management, student learning discipline improves, which in turn positively impacts both academic and spiritual achievement. At MTs Tahfidzul Qur'an Braja Selehah, learning is not only focused on academic achievement but also on students' spiritual development through Quran memorization, which requires high levels of time management and perseverance. Therefore, effective classroom management in this context is crucial to creating a balance between students' academic and spiritual discipline.

5.2. Suggestions

Based on the empirical findings of this study, several strategic recommendations are proposed to optimize the effectiveness of classroom management. First, the school principal is advised to strengthen professional development policies by organizing periodic training sessions focusing on adaptive classroom management, specifically designed to help teachers balance the academic and spiritual loads of tahfidz students. Second, teachers are highly encouraged to continuously cultivate humanistic, character-building pedagogical approaches that accommodate Al-Qur'an memorization targets without diminishing the quality of general education. Third, students should strive to elevate their learning discipline and master time-management strategies to maintain a harmonious balance between formal curriculum demands and memorization commitments. Fourth, parents must actively reinforce this educational ecosystem by showing adequate attention to their children's study habits and maintaining close, collaborative communication with the school. Finally, future researchers are suggested to explore the deeper correlation between classroom management strategies and students' memorization motivation and achievements, while expanding the analytical scope to other tahfidz-integrated institutions to gain a more comprehensive comparative perspective.

6. REFERENCES

- Abdillah, Fazli. "Peran Perguruan Tinggi Dalam Meningkatkan Kualitas Sumber Daya Manusia Di Indonesia." *EDUCAZIONE: Jurnal Multidisiplin* 1, no. 1 (2024): 13–24.
- Abnisa, Almaydza Pratama, and M Pd I SS. *Manajemen Pengelolaan Kelas*. Penerbit Adab, 2025.
- Adelia, Juwita. "Implementasi Sistem Pendidikan Nasional Dalam Meningkatkan Kualitas Pembelajaran Di Sekolah Menengah." *Jurnal Akuntansi, Manajemen Dan Ilmu Pendidikan*, 2025, 23–35.
- Adji, Tito Pangesti. "Desain Penelitian Kualitatif." *Metode Penelitian Kualitatif* 27 (2024): A27-dq.
- Arifin, Zainur. "Manajemen Peserta Didik Sebagai Upaya Pencapaian Tujuan Pendidikan." *Dirasat: Jurnal Manajemen Dan Pendidikan Islam* 8, no. 1 (2022): 71–89.
- Asmara, Yeni, and Dina Sri Nindianti. "Urgensi Manajemen Kelas Untuk Mencapai Tujuan Pembelajaran." *Sindang: Jurnal Pendidikan Sejarah Dan Kajian Sejarah* 1, no. 1 (2019): 12–24.
- Batubara, Delila Sari, Mardiyah Hafifah Simanjuntak, Siti Sa'adah Nasution, Darliana Sormin, and Jumaita Nopriani Lubis. "KONSEP DASAR PENGELOLAAN KELAS." *Thiflun: Jurnal Pendidikan Dasar* 3, no. 2 (2025): 40–48.
- Bilqis, Agnesti, Arie Rakhmat Riyadi, and Neni Maulidah. "Strategi Pengelolaan Kelas Berdasarkan Kompetensi Sosial Emosional Guru." *Elementary Journal: Jurnal Pendidikan Guru Sekolah Dasar* 8, no. 1 (2025): 1–11.
- Devi, Amitha Shofiani, Khusnul Hotimah, Achmad Karimullah, and M Isa Anshori. "Mewawancarai Kandidat: Strategi Untuk Meningkatkan Efisiensi Dan Efektivitas." *Master Manajemen* 2, no. 2 (2024): 66–78.
- Fatukaloba, Riyan. "Optimalisasi Manajemen Sarana Prasarana Pembelajaran Untuk Meningkatkan Kualitas Hasil Belajar Siswa Di SMA IT Rahmadiyah Al-Islamy Cibinong, Bogor, Jawa Barat." Universitas PTIQ Jakarta, 2024.

- Fauziah, Indah. "Peran Guru Dalam Mengembangkan Karakter Peserta Didik." *OSF Preprints. Hal*, 2021, 1–8.
- Habsyi, Faisal Y. "Pengaruh Fasilitas Belajar Terhadap Prestasi Belajar Siswa SMA Nusantara Tauro." *Jurnal Pendidikan Dan Ekonomi (JUPEK)* 2, no. 1 (2020): 13–22.
- Hairani, Mutia, Rusli Halil Nasution, and Winda Novianti. "Pengaruh Strategi Pengelolaan Kelas Dan Tata Tertib Kelas Terhadap Disiplin Siswa Di SMA Negeri 2 Tebing Tinggi." *At-Tarbiyah: Jurnal Penelitian Dan Pendidikan Agama Islam* 3, no. 1 (2025): 316–22.
- Hamid, Abd. "Strategi Pengelolaan Kelas Dalam Meningkatkan Keaktifan Belajar Siswa" 13, no. Juni (2023): 22–36.
- Harahap, Muzdalifah Rohami, and Meyniar Albina. "Pentingnya Penggunaan Analisis Kebutuhan Belajar Dalam Memahami Kemampuan Dan Kebutuhan Pada Pencapaian Pembelajaran." *QOSIM: Jurnal Pendidikan Sosial & Humaniora* 3, no. 1 (2025): 318–25.
- Hatip, Ahmad, and Windi Setiawan. "Teori Kognitif Bruner Dalam Pembelajaran Matematika." *Jurnal Pendidikan Matematika* 5 (2021): 87–96.
- Hidayanti, Asril Agus. "MANAJEMEN KELAS TAHFIDZ DALAM MENINGKATKAN KEPRIBADIAN ISLAMI PESERTA DIDIK MAN 1 LAMPUNG TENGAH." UIN RADEN INTAN LAMPUNG, 2025.
- Hidayatulloh, Dede, and Agus Tamami. "Peran Manajemen Kelas Dalam Meningkatkan Keaktifan Belajar Siswa Kelas IV Di Madrasah Ibtidaiyah Matha'ul Anwar Pilar Sibanteng." *Al-Munadzomah* 3, no. 2 (2024): 118–31.
- Inggritiya, Sefti Eka, Anisa Eka Mauladhani, Indah Ayu Safitri, and Singgih Bektiarso. "Analisis Pengaruh Penerapan Manajemen Kelas Terhadap Kenyamanan Siswa Dan Efektivitas Pembelajaran." *Jurnal Ilmu Manajemen Dan Pendidikan| E-ISSN: 3062-7788* 1, no. 3 (2024): 84–89.
- Isnaini, Faiqotul. "Untuk Meningkatkan Kedisiplinan Belajar," 2014.
- Jhon Wira, Adi Putra. "DAMPAK PENDIDIKAN AGAMA ISLAM DALAM KELUARGA DAN BUDAYA RELIGIUS SEKOLAH TERHADAP KEDISIPLINAN BERAGAMA PESERTA DIDIK SMA NEGERI 1 KUANTAN HILIR." Universitas Muhammadiyah Sumatera Barat, 2022.
- Judrah, Muh, Aso Arjum, Haeruddin Haeruddin, and Mustabsyirah Mustabsyirah. "Peran Guru Pendidikan Agama Islam Dalam Membangun Karakter Peserta Didik Upaya Penguatan Moral." *Journal of Instructional and Development Researches* 4, no. 1 (2024): 25–37.
- Kamilatunnisa, Kamilatunnisa, Kasih Kasih, Sonya Anggun Oktoviani, and Sri Mulyeni. "Analisis Pengaruh Perilaku Manajemen Waktu Terhadap Prestasi Akademik Mahasiswa." *Katalis Pendidikan: Jurnal Ilmu Pendidikan Dan Matematika* 2, no. 3 (2025): 210–19.
- Kasingku, Juwinner, and Mareike Sesca Diana Lotulung. "Disiplin Sebagai Kunci Sukses Meraih Prestasi Siswa." *Pendas: Jurnal Ilmiah Pendidikan Dasar* 9, no. 2 (2024): 4785–97.
- Kelly, Kevin. "Kewajiban Dan Kedisiplinan Belajar Siswa." *WIDYA WASTARA: Jurnal Pendidikan Dan Pembelajaran* 2, no. 3 (2022): 87–94.
- Kurniawan, Aris. "Peranan Guru Dalam Membentuk Karakternasionalisme Padasiswa Sekolah Dasarnegerigenengsari 01 Kecamatan Polokartokabupaten Sukoharjo Tahun Pelajaran 2019/2020." *Civics Education and Social Science Journal (CESSJ)* 2, no. 2 (2020).

- Maisaroh, Siti, and Dya Qurotul A'yun. "Pendidikan Dalam Perspektif Ki Hajar Dewantara: Antara Kebebasan, Kemandirian, Kebudayaan." *Jurnal Media Akademik (JMA)* 2, no. 12 (2024).
- Manda, Manda. "Fungsi Pengorganisasian Dan Evaluasi Peserta Didik." *Kelola: Journal of Islamic Education Management* 1, no. 1 (2016): 89–101.
- Minalloh, Nofal Ardi Nasrun. "Pengaruh Lingkungan Belajar Dan Interaksi Sosial Terhadap Kecerdasan Emosional Siswa Ponpes Bina Madani Bogor." Institut PTIQ Jakarta, 2020.
- Mubarak, Husni. "Implementasi Manajemen Kelas Pada Sekolah Dasar Dalam Upaya Meningkatkan Motivasi Belajar Peserta Didik Di Masa Pandemi Covid-19." *Jurnal Studi Inovasi* 1, no. 3 (2021): 36–44.
- MUHAMMAD, RIFALDI WIJAYA. "IMPLEMENTASI MANAJEMEN KELAS DALAM MENINGKATKAN KELAS EFEKTIF DI SMA AL-AZHAR 3 BANDAR LAMPUNG." UIN RADEN INTAN LAMPUNG, 2024.
- Mulyadi, Mohammad. "RISET DESAIN DALAM METODOLOGI PENELITIAN Mohammad Mulyadi (.)" *Studi Komunikasi Dan Media* 16, no. 1 (2012): 71–80.
- Nasional, Departemen Pendidikan. "Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional." *Jakarta: Depdiknas* 33, no. 31 (2003): 79192564.
- Nurjanah, Siti, Hayub Saputri PR, and Karimatul Asfiah. "PENGUATAN DISIPLIN BELAJAR MELALUI INTEGRASI MANAJEMEN WAKTU DALAM PEMBELAJARAN PAI." *GAHWA* 3, no. 2 (2025): 70–85.
- Pane, Astriana Sitorus, Muslim Afandi, and Muhammad Subhan. "Maksimalisasi Penataan Ruang Kelas Dalam Membentuk Lingkungan Belajar Pendidikan Agama Islam Yang Interaktif Dan Inovatif." *Jurnal Kajian Islam Modern* 13, no. 02 (2025): 86–101.
- Prihantini, M Pd, and Tin Rustini. *Pengelolaan Kelas*. Bumi Aksara, 2025.
- Purbowati, Ratna. "Peningkatan Aktifitas Belajar Dan Prestasi Belajar Pada Kompetensi Dasar Mengidentifikasi Aturan Dan Tata Tertib Yang Berlaku Di Sekolah Melalui Model Pembelajaran Scramble Pada Siswa Kelas II Sekolah Dasar Negeri 01 Kabunan Tahun Pelajaran 2019/2020." *JP3 (Jurnal Pendidikan Dan Profesi Pendidik)* 7, no. 2 (2021): 139–51.
- Rahman, Rahmania, and Muhammad Fuad. "Peran Motivasi Dan Displin Dalam Menunjang Prestasi Belajar Siswa Pada Mata Pelajaran Ips." *DISCOURSE: Indonesian Journal of Social Studies and Education* 1, no. 2 (2024): 172–80.
- Rofiuddin, Achmad Nur, and Didit Darmawan. "Pengaruh Disiplin Belajar Terhadap Hasil Belajar Pada Mata Pelajaran Pendidikan Agama Islam Siswa Sekolah Menengah Atas Setingkat." *Journal Of Early Childhood And Islamic Education* 3, no. 1 (2024): 110–27.
- Saputri, Rizqi Rahmadhani. "Pentingnya Manajemen Pengelolaan Kelas Untuk Meciptakan Kondisi Pembelajaran Aman Dan Nyaman Pada Kelas 1 Di SD Islam Al Maarif 02 Singosari Kota Malang." *Jurnal Ilmiah Madrasah* 2, no. 2 (2025).
- Selebah, guru MTs Tahfidzul Qur'an Braja. *MTs Tahfidzul Qur'an Braja Selebah*, n.d.
- Siagian, Inneke Putri, Khairun Nisa, Sity Qurrota Ayuni, and Widya Novita Sari. "Keterampilan Guru Dalam Konsep Pendekatan Dalam Pengelolaan Kelas Menurut Ahli." *Journal Educational Management Reviews and Research* 1, no. 2 (2022): 44–53.

- SOLIHAN, YAYI, Iceu Sugiawati, Maesaroh Udin, Anggi Jayadi, and Dini Mardiana. "OPTIMALISASI PENGORGANISASIAN KELAS DALAM MENINGKATKAN SELF DISCIPLINE PADA SISWA KELAS VI SDN JATISARI SINDANGBARANG KABUPATEN CIANJUR." *Pendas: Jurnal Ilmiah Pendidikan Dasar* 10, no. 04 (2025): 363–77.
- Sudjoko, S. "Kompetensi Profesional Bagi Seorang Guru Dalam Manajemen Kelas." *Jurnal Ilmu Pendidikan (JIP) STKIP Kusuma Negara* 12, no. 1 (2020): 1–15.
- Surahmat, Surahmat. "ANALISIS MANAJEMEN KELAS BERBASIS PROFETIK DI PPS AL-FURQON SAWANGAN DAN PPTQ AL-FURQON MUNGKID." Universitas Muhammadiyah Magelang, 2025.
- Tarman, Bulent. "Discipline or Classroom Management." *Journal of Learning and Teaching in Digital Age* 1, no. 2 (2016): 37–44.
- Thahir, Musafir. "Pengaruh Lingkungan Kerja Fisik Dan Non-Fisik Terhadap Kinerja Guru." *Jurnal Ilmiah Islamic Resources* 16, no. 2 (2020): 125–34.
- Victorynie, Irmie. "Kompetensi Spiritual Guru Dalam Mencapai Tujuan Pendidikan Yang Komprehensif." *Jurnal Ilmiah Indonesia* 3, no. 11 (2018): 92–107.
- Wahyuningsih, Endang Sri. *Model Pembelajaran Mastery Learning Upaya Peningkatan Keaktifan Dan Hasil Belajar Siswa*. Deepublish, 2020.
- Zaedi, Muhamad, and Redha Dwi Rizkia. "Analisis Model Pembelajaran Berkarakter Dan Relevansinya Terhadap Pendidikan Islam (Studi Analisis Manajemen Pendidikan Karakter Perspektif E. Mulyasa)." *Risalah Jurnal Pendidikan Dan Studi Islam* 5, no. 2, Sept (2019): 20–39.
- Zen, Rahmania. "Strategi Pendekatan Manajemen Kelas Dalam Optimalisasi Proses Pembelajaran Di Sekolah Dasar." *Jurnal Ilmiah Madrasah* 2, no. 2 (2025).
- Abdillah, Fazli. "Peran Perguruan Tinggi Dalam Meningkatkan Kualitas Sumber Daya Manusia Di Indonesia." *EDUCAZIONE: Jurnal Multidisiplin* 1, no. 1 (2024): 13–24.
- Abnisa, Almaydza Pratama, and M Pd I SS. *Manajemen Pengelolaan Kelas*. Penerbit Adab, 2025.
- Adelia, Juwita. "Implementasi Sistem Pendidikan Nasional Dalam Meningkatkan Kualitas Pembelajaran Di Sekolah Menengah." *Jurnal Akuntansi, Manajemen Dan Ilmu Pendidikan*, 2025, 23–35.
- Adji, Tito Pangesti. "Desain Penelitian Kualitatif." *Metode Penelitian Kualitatif* 27 (2024): A27–dq.
- Arifin, Zainur. "Manajemen Peserta Didik Sebagai Upaya Pencapaian Tujuan Pendidikan." *Dirasat: Jurnal Manajemen Dan Pendidikan Islam* 8, no. 1 (2022): 71–89.
- Asmara, Yeni, and Dina Sri Nindianti. "Urgensi Manajemen Kelas Untuk Mencapai Tujuan Pembelajaran." *Sindang: Jurnal Pendidikan Sejarah Dan Kajian Sejarah* 1, no. 1 (2019): 12–24.
- Batubara, Delila Sari, Mardiyah Hafifah Simanjuntak, Siti Sa'adah Nasution, Darliana Sormin, and Jumaita Nopriani Lubis. "KONSEP DASAR PENGELOLAAN KELAS." *Thiflun: Jurnal Pendidikan Dasar* 3, no. 2 (2025): 40–48.
- Bilqis, Agnesti, Arie Rakhmat Riyadi, and Neni Maulidah. "Strategi Pengelolaan Kelas Berdasarkan Kompetensi Sosial Emosional Guru." *Elementary Journal: Jurnal Pendidikan Guru Sekolah Dasar* 8, no. 1 (2025): 1–11.
- Devi, Amitha Shofiani, Khusnul Hotimah, Achmad Karimullah, and M Isa Anshori. "Mewawancarai

- Kandidat: Strategi Untuk Meningkatkan Efisiensi Dan Efektivitas.” *Master Manajemen* 2, no. 2 (2024): 66–78.
- Fatukaloba, Riyan. “Optimalisasi Manajemen Sarana Prasarana Pembelajaran Untuk Meningkatkan Kualitas Hasil Belajar Siswa Di SMA IT Rahmadiyah Al-Islamy Cibinong, Bogor, Jawa Barat.” Universitas PTIQ Jakarta, 2024.
- Fauziah, Indah. “Peran Guru Dalam Mengembangkan Karakter Peserta Didik.” *OSF Preprints. Hal*, 2021, 1–8.
- Habsyi, Faisal Y. “Pengaruh Fasilitas Belajar Terhadap Prestasi Belajar Siswa SMA Nusantara Tauro.” *Jurnal Pendidikan Dan Ekonomi (JUPEK)* 2, no. 1 (2020): 13–22.
- Hairani, Mutia, Rusli Halil Nasution, and Winda Novianti. “Pengaruh Strategi Pengelolaan Kelas Dan Tata Tertib Kelas Terhadap Disiplin Siswa Di SMA Negeri 2 Tebing Tinggi.” *At-Tarbiyah: Jurnal Penelitian Dan Pendidikan Agama Islam* 3, no. 1 (2025): 316–22.
- Hamid, Abd. “Strategi Pengelolaan Kelas Dalam Meningkatkan Keaktifan Belajar Siswa” 13, no. Juni (2023): 22–36.
- Harahap, Muzdalifah Rohami, and Meyniar Albina. “Pentingnya Penggunaan Analisis Kebutuhan Belajar Dalam Memahami Kemampuan Dan Kebutuhan Pada Pencapaian Pembelajaran.” *QOSIM: Jurnal Pendidikan Sosial & Humaniora* 3, no. 1 (2025): 318–25.
- Hatip, Ahmad, and Windi Setiawan. “Teori Kognitif Bruner Dalam Pembelajaran Matematika.” *Jurnal Pendidikan Matematika* 5 (2021): 87–96.
- Hidayanti, Asril Agus. “MANAJEMEN KELAS TAHFIDZ DALAM MENINGKATKAN KEPERIBADIAN ISLAMIS PESERTA DIDIK MAN 1 LAMPUNG TENGAH.” UIN RADEN INTAN LAMPUNG, 2025.
- Hidayatulloh, Dede, and Agus Tamami. “Peran Manajemen Kelas Dalam Meningkatkan Keaktifan Belajar Siswa Kelas IV Di Madrasah Ibtidaiyah Matha’ul Anwar Pilar Sibanteng.” *Al-Munadzomah* 3, no. 2 (2024): 118–31.
- Inggritiya, Sefti Eka, Anisa Eka Mauladhani, Indah Ayu Safitri, and Singgih Bektiarso. “Analisis Pengaruh Penerapan Manajemen Kelas Terhadap Kenyamanan Siswa Dan Efektivitas Pembelajaran.” *Jurnal Ilmu Manajemen Dan Pendidikan* | E-ISSN: 3062-7788 1, no. 3 (2024): 84–89.
- Isnaini, Faiqotul. “Untuk Meningkatkan Kedisiplinan Belajar,” 2014.
- Jhon Wira, Adi Putra. “DAMPAK PENDIDIKAN AGAMA ISLAM DALAM KELUARGA DAN BUDAYA RELIGIUS SEKOLAH TERHADAP KEDISIPLINAN BERAGAMA PESERTA DIDIK SMA NEGERI 1 KUANTAN HILIR.” Universitas Muhammadiyah Sumatera Barat, 2022.
- Judrah, Muh, Aso Arjum, Haeruddin Haeruddin, and Mustabsyirah Mustabsyirah. “Peran Guru Pendidikan Agama Islam Dalam Membangun Karakter Peserta Didik Upaya Penguatan Moral.” *Journal of Instructional and Development Researches* 4, no. 1 (2024): 25–37.
- Kamilatunnisa, Kamilatunnisa, Kasih Kasih, Sonya Anggun Oktoviani, and Sri Mulyeni. “Analisis Pengaruh Perilaku Manajemen Waktu Terhadap Prestasi Akademik Mahasiswa.” *Katalis Pendidikan: Jurnal Ilmu Pendidikan Dan Matematika* 2, no. 3 (2025): 210–19.
- Kasingku, Juwinner, and Mareike Sesca Diana Lotulung. “Disiplin Sebagai Kunci Sukses Meraih Prestasi Siswa.” *Pendas: Jurnal Ilmiah Pendidikan Dasar* 9, no. 2 (2024): 4785–97.

- Kelly, Kevin. "Kewajiban Dan Kedisiplinan Belajar Siswa." *WIDYA WASTARA: Jurnal Pendidikan Dan Pembelajaran* 2, no. 3 (2022): 87–94.
- Kurniawan, Aris. "Peranan Guru Dalam Membentuk Karakternasionalisme Padasiswa Sekolah Dasarnegerigenengsari 01 Kecamatan Polokartokabupaten Sukoharjo Tahun Pelajaran 2019/2020." *Civics Education and Social Science Journal (CESSJ)* 2, no. 2 (2020).
- Maisaroh, Siti, and Dya Qurotul A'yun. "Pendidikan Dalam Perspektif Ki Hajar Dewantara: Antara Kebebasan, Kemandirian, Kebudayaan." *Jurnal Media Akademik (JMA)* 2, no. 12 (2024).
- Manda, Manda. "Fungsi Pengorganisasian Dan Evaluasi Peserta Didik." *Kelola: Journal of Islamic Education Management* 1, no. 1 (2016): 89–101.
- Minalloh, Nofal Ardi Nasrun. "Pengaruh Lingkungan Belajar Dan Interaksi Sosial Terhadap Kecerdasan Emosional Siswa Ponpes Bina Madani Bogor." Institut PTIQ Jakarta, 2020.
- Mubarak, Husni. "Implementasi Manajemen Kelas Pada Sekolah Dasar Dalam Upaya Meningkatkan Motivasi Belajar Peserta Didik Di Masa Pandemi Covid-19." *Jurnal Studi Inovasi* 1, no. 3 (2021): 36–44.
- MUHAMMAD, RIFALDI WIJAYA. "IMPLEMENTASI MANAJEMEN KELAS DALAM MENINGKATKAN KELAS EFEKTIF DI SMA AL-AZHAR 3 BANDAR LAMPUNG." UIN RADEN INTAN LAMPUNG, 2024.
- Mulyadi, Mohammad. "RISET DESAIN DALAM METODOLOGI PENELITIAN Mohammad Mulyadi (." *Studi Komunikasi Dan Media* 16, no. 1 (2012): 71–80.
- Nasional, Departemen Pendidikan. "Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional." *Jakarta: Depdiknas* 33, no. 31 (2003): 79192564.
- Nurjanah, Siti, Hayub Saputri PR, and Karimatul Asfiyah. "PENGUATAN DISIPLIN BELAJAR MELALUI INTEGRASI MANAJEMEN WAKTU DALAM PEMBELAJARAN PAI." *GAHWA* 3, no. 2 (2025): 70–85.
- Pane, Astriana Sitorus, Muslim Afandi, and Muhammad Subhan. "Maksimalisasi Penataan Ruang Kelas Dalam Membentuk Lingkungan Belajar Pendidikan Agama Islam Yang Interaktif Dan Inovatif." *Jurnal Kajian Islam Modern* 13, no. 02 (2025): 86–101.
- Prihantini, M Pd, and Tin Rustini. *Pengelolaan Kelas*. Bumi Aksara, 2025.
- Purbowati, Ratna. "Peningkatan Aktifitas Belajar Dan Prestasi Belajar Pada Kompetensi Dasar Mengidentifikasi Aturan Dan Tata Tertib Yang Berlaku Di Sekolah Melalui Model Pembelajaran Scramble Pada Siswa Kelas II Sekolah Dasar Negeri 01 Kabunan Tahun Pelajaran 2019/2020." *JP3 (Jurnal Pendidikan Dan Profesi Pendidik)* 7, no. 2 (2021): 139–51.
- Rahman, Rahmania, and Muhammad Fuad. "Peran Motivasi Dan Displin Dalam Menunjang Prestasi Belajar Siswa Pada Mata Pelajaran Ips." *DISCOURSE: Indonesian Journal of Social Studies and Education* 1, no. 2 (2024): 172–80.
- Rofiuddin, Achmad Nur, and Didit Darmawan. "Pengaruh Disiplin Belajar Terhadap Hasil Belajar Pada Mata Pelajaran Pendidikan Agama Islam Siswa Sekolah Menengah Atas Setingkat." *Journal Of Early Childhood And Islamic Education* 3, no. 1 (2024): 110–27.
- Saputri, Rizqi Rahmadhani. "Pentingnya Manajemen Pengelolaan Kelas Untuk Meciptakan Kondisi Pembelajaran Aman Dan Nyaman Pada Kelas 1 Di SD Islam Al Maarif 02 Singosari Kota Malang."

- Jurnal Ilmiah Madrasah* 2, no. 2 (2025).
- Selebah, guru MTs Tahfidzul Qur'an Braja. *MTs Tahfidzul Qur'an Braja Selebah*, n.d.
- Siagian, Inneke Putri, Khairun Nisa, Sity Qurrota Ayuni, and Widya Novita Sari. "Keterampilan Guru Dalam Konsep Pendekatan Dalam Pengelolaan Kelas Menurut Ahli." *Journal Educational Management Reviews and Research* 1, no. 2 (2022): 44–53.
- SOLIHAN, YAYI, Iceu Sugiawati, Maesaroh Udin, Anggi Jayadi, and Dini Mardiana. "OPTIMALISASI PENGORGANISASIAN KELAS DALAM MENINGKATKAN SELF DISCIPLINE PADA SISWA KELAS VI SDN JATISARI SINDANGBARANG KABUPATEN CIANJUR." *Pendas: Jurnal Ilmiah Pendidikan Dasar* 10, no. 04 (2025): 363–77.
- Sudjoko, S. "Kompetensi Profesional Bagi Seorang Guru Dalam Manajemen Kelas." *Jurnal Ilmu Pendidikan (JIP) STKIP Kusuma Negara* 12, no. 1 (2020): 1–15.
- Surahmat, Surahmat. "ANALISIS MANAJEMEN KELAS BERBASIS PROFETIK DI PPS AL-FURQON SAWANGAN DAN PPTQ AL-FURQON MUNGKID." Universitas Muhammadiyah Magelang, 2025.
- Tarman, Bulent. "Discipline or Classroom Management." *Journal of Learning and Teaching in Digital Age* 1, no. 2 (2016): 37–44.
- Thahir, Musafir. "Pengaruh Lingkungan Kerja Fisik Dan Non-Fisik Terhadap Kinerja Guru." *Jurnal Ilmiah Islamic Resources* 16, no. 2 (2020): 125–34.
- Victorynie, Irmie. "Kompetensi Spiritual Guru Dalam Mencapai Tujuan Pendidikan Yang Komprehensif." *Jurnal Ilmiah Indonesia* 3, no. 11 (2018): 92–107.
- Wahyuningsih, Endang Sri. *Model Pembelajaran Mastery Learning Upaya Peningkatan Keaktifan Dan Hasil Belajar Siswa*. Deepublish, 2020.
- Zaedi, Muhamad, and Redha Dwi Rizkia. "Analisis Model Pembelajaran Berkarakter Dan Relevansinya Terhadap Pendidikan Islam (Studi Analisis Manajemen Pendidikan Karakter Perspektif E. Mulyasa)." *Risalah Jurnal Pendidikan Dan Studi Islam* 5, no. 2, Sept (2019): 20–39.
- Zen, Rahmania. "Strategi Pendekatan Manajemen Kelas Dalam Optimalisasi Proses Pembelajaran Di Sekolah Dasar." *Jurnal Ilmiah Madrasah* 2, no. 2 (2025).