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ORIGINAL RESEARCH ARTICLE

Implementation of Learning Management to Improve the Quality of Education at Islamic Junior High Scholl

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ABSTRACT

This study aims to analyze the implementation of learning management in improving the quality of education at MTs Al-Anshor Ketapang, South Lampung Regency. The research focuses on three main functions of learning management: planning (planning), implementation (actuating), and evaluation (controlling). This study employed a qualitative approach with a descriptive type. Data were collected through in-depth interviews, participatory observation, and documentation. The informants included the madrasah principal, vice principal for curriculum, teachers, and students. Data validity was ensured through source triangulation, technique triangulation, and time triangulation. Data analysis used the Miles and Huberman model: data reduction, data display, and conclusion drawing. The results showed that: (1) learning management has been implemented through planning, implementation, and evaluation, but is not yet fully optimal. Planning is still administrative and less contextual; implementation is still teacher-centered with limited methods; evaluation focuses on cognitive aspects without adequate follow-up. (2) Learning management contributes to improving the quality of education in terms of process order, learning outcomes, and discipline, but its effectiveness is not yet optimal due to gaps between planning and implementation. (3) Supporting factors include the availability of learning tools, principal support, teacher commitment, and student enthusiasm; inhibiting factors include limited variation in teaching methods, inadequate facilities, heterogeneity of student abilities, time constraints, and lack of evaluation follow-up. This study concludes that strengthening the integration of planning, implementation, and evaluation is essential for optimizing learning management and improving educational quality.



ABSTRAK

Penelitian ini bertujuan untuk menganalisis implementasi manajemen pembelajaran dalam meningkatkan mutu pendidikan di MTs Al-Anshor Ketapang, Kabupaten Lampung Selatan. Penelitian ini berfokus pada tiga fungsi utama manajemen pembelajaran, yaitu perencanaan (planning), pelaksanaan (actuating), dan evaluasi (controlling). Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Data dikumpulkan melalui wawancara mendalam, observasi partisipatif, dan dokumentasi. Informan penelitian terdiri atas kepala madrasah, wakil kepala madrasah bidang kurikulum, guru, dan peserta didik. Keabsahan data dijamin melalui triangulasi sumber, triangulasi teknik, dan triangulasi waktu. Analisis data menggunakan model Miles dan Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa manajemen pembelajaran telah dilaksanakan melalui tahapan perencanaan, pelaksanaan, dan evaluasi, namun belum berjalan secara optimal. Perencanaan masih bersifat administratif dan kurang kontekstual, pelaksanaan pembelajaran masih berpusat pada guru dengan variasi metode yang terbatas, serta evaluasi lebih menitikberatkan pada aspek kognitif tanpa tindak lanjut yang memadai. Manajemen pembelajaran berkontribusi terhadap peningkatan mutu pendidikan dalam aspek keteraturan proses pembelajaran, hasil belajar, dan kedisiplinan peserta didik, namun efektivitasnya belum maksimal karena masih terdapat kesenjangan antara perencanaan dan pelaksanaan. Faktor pendukung meliputi ketersediaan perangkat pembelajaran, dukungan kepala madrasah, komitmen guru, dan antusiasme peserta didik. Adapun faktor penghambat meliputi keterbatasan variasi metode mengajar, sarana dan prasarana yang belum memadai, heterogenitas kemampuan peserta didik, keterbatasan waktu, serta kurangnya tindak lanjut terhadap hasil evaluasi. Penelitian ini menyimpulkan bahwa penguatan integrasi antara perencanaan, pelaksanaan, dan evaluasi pembelajaran sangat penting untuk mengoptimalkan manajemen pembelajaran serta meningkatkan mutu pendidikan di MTs Al-Anshor Ketapang, Kabupaten Lampung Selatan.

Keywords: *Learning Management, Educational Quality, Madrasah Tsanawiyah.*

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1. INTRODUCTION

Education is the main foundation for the progress of a nation's civilization. In facing the era of globalization and intense competition, the quality of education serves as a fundamental measure to determine the level of national progress. Law Number 20 of 2003 concerning the National Education System stipulates that the goal of national education is to develop individual potential, build character, and advance a dignified national civilization (Indarti & Pd, 2020). Therefore, all educational institutions, including Madrasah Tsanawiyah (MTs), are required to carry out quality improvement efforts consistently and sustainably.

In an Islamic perspective, education has a very strong ideological foundation, as seeking knowledge is a direct command from Allah SWT. This is affirmed in QS. Al-'Alaq verses 1-5 and QS. Al-Mujadalah verse 11, which emphasize that knowledge and faith elevate a person's status. The Prophet Muhammad SAW also said, "Seeking knowledge is obligatory for every Muslim" (HR. Ibn Majah). This hadith confirms that the main goal of education in Islam is not only

knowledge transfer but also character formation (akhlak). Therefore, learning management applied in madrasahs must integrate cognitive, affective, and spiritual dimensions in balance (Istiqomah, 2025).

Educational quality is viewed as a multidimensional concept, encompassing input quality (students, teachers, facilities), process quality (learning activities and management), and output quality (competent graduates) (Adien, Amjad, & Marlina, 2025). In this context, one of the most crucial elements determining both process and outcome quality is learning management. Learning management is defined as a series of systematic processes, including planning, implementation, and evaluation of teaching and learning activities, aimed at achieving learning objectives effectively and efficiently (Gemnafle & Batlolona, 2021).

In reality, many educational institutions still face significant challenges in managing teaching and learning activities. A recent international collaborative study (involving the University of South Australia, Flinders University, and the Melbourne Graduate School of Education) found that most teachers still lack student involvement in complex, interactive learning activities. This passive practice clearly limits students' opportunities to build essential skills, especially critical thinking and problem-solving. This phenomenon ultimately reflects a gap between learning planning and classroom implementation.

MTs Al-Anshor Ketapang, as an Islamic educational institution equivalent to junior high school, plays an important role in preparing a young generation that excels not only in general knowledge but also has a strong foundation of religious understanding. However, based on preliminary observations and interviews, several challenges were identified: student learning outcomes in certain subjects still need improvement, student learning enthusiasm fluctuates, and there is a need for varied teaching methods to increase active student participation. The madrasah principal stated that although learning tools such as lesson plans (RPP) and teaching modules have been prepared administratively according to the curriculum, there are still obstacles in the consistency of classroom implementation. Some teachers admitted difficulties in applying varied and innovative teaching methods, especially in encouraging student activeness. Meanwhile, students expressed a desire for more interactive learning involving discussion and direct practice.

These phenomena are closely related to the effectiveness of learning management implementation at MTs Al-Anshor Ketapang. How planning (curriculum design, RPP/teaching module preparation), implementation (teaching methodology, classroom management, use of learning media), and evaluation (assessment of learning outcomes and follow-up) are managed directly impacts the quality of education produced. Previous research has examined learning management in improving the quality of learning. Dimas Zuhri Ahmad et al. (2023) studied learning management at an Islamic elementary school, focusing on classroom-level management. Muh Ibnu Sholeh (2023) discussed effective strategies in educational management through a literature review. Makmur Syukri et al. (2021) examined innovation in learning management at MAN Batubara, focusing on teacher creativity in senior high school level. Siti Mukarromah et al. (2021) conducted a literature study on learning management in improving madrasah quality in general.

The novelty of this research lies in its comprehensive and contextual analysis of learning management implementation at the madrasah tsanawiyah level, covering all three management

functions (planning, implementation, evaluation) in an integrated manner, as well as identifying supporting and inhibiting factors specific to MTs Al-Anshor Ketapang. This research not only examines administrative aspects but also analyzes the alignment between planning and classroom implementation, the effectiveness of teacher strategies in increasing student participation, and the evaluation system applied in measuring and improving learning quality sustainably.

Based on the above description, this study aims to: (1) describe and analyze in depth the planning, implementation, and evaluation of learning management applied at MTs Al-Anshor Ketapang; (2) analyze the contribution and effectiveness of learning management implementation in improving the quality of education; (3) identify and analyze the supporting and inhibiting factors in implementing learning management.

2. RESEARCH METHODS

This study employed a qualitative approach with a descriptive type. The qualitative approach was chosen because this study seeks to understand in depth the phenomenon of learning management implementation at the madrasah, not merely to measure variables quantitatively (Moleong, 2017). Through this approach, the researcher can explore the meanings behind various educational actions and policies implemented at MTs Al-Anshor Ketapang. The descriptive qualitative design was selected to describe and systematically explain the implementation of learning management and the factors that improve educational quality (Sugiyono, 2019).

The research was conducted at MTs Al-Anshor Ketapang, located in Dusun 4, Karangsari Village, Ketapang District, South Lampung Regency, Lampung Province. MTs Al-Anshor Ketapang was established in 2010, initially operating in the village hall, then moving to a waqf land building in 2012, and finally in 2017 moving to its own land and building purchased by the foundation with an area of 5000 m². This madrasah is under the auspices of the Ministry of Religious Affairs and integrates general education with religious education.

The informants in this study were selected purposively, consisting of: (1) the madrasah principal, as the person responsible for the management and implementation of learning management; (2) the vice principal for curriculum, directly involved in planning and supervising learning activities; (3) teachers, as the main implementers of the learning process; (4) students, as those who directly experience the impact of learning management implementation. The total number of informants was 13 people.

Data collection techniques included: (1) participatory observation of the learning process, teacher-student interactions, and implementation of learning management; (2) in-depth interviews with the madrasah principal, teachers, and students to obtain information about strategies, obstacles, and results of learning management implementation; (3) documentation of learning tools (RPP, teaching modules), lesson schedules, student learning outcome data, madrasah organizational

structure, and other administrative documents. The instruments used were interview guides, observation checklists, open questionnaires, and document analysis sheets (Rukajat, 2018).

Data validity was ensured through triangulation techniques. Source triangulation was done by comparing data from various key informants (principal, teachers, students). Technique triangulation was done by comparing data from different methods (interviews, observation, documentation). Time triangulation was done by collecting data at different times (morning and afternoon) to ensure information stability and consistency. Additionally, member checks were conducted by confirming interview results with informants (Sugiyono, 2019).

Data analysis followed the Miles and Huberman model (2014), which includes three steps: (1) data reduction, selecting and focusing on important data relevant to the research focus; (2) data display, presenting data in descriptive narratives, tables, or matrices to facilitate understanding and pattern identification; (3) conclusion drawing and verification, interpreting displayed data to draw conclusions according to research objectives and verifying them repeatedly to ensure accuracy.

3. RESULTS AND FINDINGS

1. Profile of MTs Al-Anshor Ketapang

MTs Al-Anshor Ketapang is located in Karangsari Village, Ketapang District, South Lampung Regency. This madrasah was established in 2010 and has developed gradually. It has a land area of 5000 m² with basic facilities including 6 classrooms, 1 teacher's room, 1 principal's room, 1 computer laboratory, 1 library, 1 mushola, a wudu area, and 5 toilets. The madrasah has 13 teaching and educational staff, with the principal Mr. Jailani, S.Pd. The number of students is approximately 120, spread across grades VII, VIII, and IX. The madrasah's vision is "The realization of students who are faithful, knowledgeable, and of noble character," with the mission of organizing effective and quality learning, instilling Islamic values in daily life, developing students' potential optimally, and improving the professionalism of educators.

2. Planning, Implementation, and Evaluation of Learning Management

a. Learning Planning

The results showed that administratively, learning planning at MTs Al-Anshor Ketapang has been quite well prepared. Teachers have prepared learning tools such as lesson plans (RPP) and teaching modules according to the applicable curriculum. The madrasah principal stated: "Administratively, teachers have made learning tools such as RPP and teaching modules, but in implementation, they still need strengthening to be more consistent" (Interview, KM-01, 26/01/2026). However, interviews with teachers revealed several obstacles: limited time in preparing learning tools optimally; lack of innovation in designing varied teaching methods; and planning that has not been fully adjusted to student characteristics.

b. Learning Implementation

Learning implementation at MTs Al-Anshor Ketapang is still dominated by the lecture method. A teacher acknowledged: "Sometimes it is difficult to apply varied methods due to time limitations and diverse classroom conditions" (Interview, G-01, 26/01/2026). Based on student interviews, they desire more interactive learning, such as discussion and direct practice. This indicates that learning is still teacher-centered, whereas modern learning theory emphasizes student-centered learning. The use of learning media is also still limited, affecting student engagement.

c. Learning Evaluation

Learning evaluation at MTs Al-Anshor Ketapang is carried out through various forms of assessment such as assignments, daily tests, and examinations. However, the results show that evaluation still focuses more on cognitive aspects. The madrasah principal stated: "There needs to be strengthening in academic supervision and monitoring so that learning is more in line with planning" (Interview, KM-01, 26/01/2026). Teachers also revealed that follow-up on evaluation results has not been carried out optimally. Ideally, evaluation should cover cognitive, affective, and psychomotor aspects to provide a comprehensive picture of student development.

3. Contribution and Effectiveness of Learning Management to Educational Quality

The application of learning management has contributed to the regularity of the learning process. A teacher stated: "With RPP or teaching modules, learning becomes more directed, although in practice sometimes it still adjusts to classroom conditions" (Interview, G-01, 26/01/2026). There has also been an increase in student learning outcomes, although not evenly distributed. One teacher said: "There is an improvement in learning outcomes, but it has not been evenly distributed among all students; it still depends on the activeness and abilities of each student" (Interview, G-01, 26/01/2026). In addition, learning management has contributed to increased discipline and order in learning. However, the effectiveness of learning management implementation has not been fully optimal, as indicated by gaps between planning and implementation, teacher-centered learning, and evaluation not being maximally used as a basis for improvement.

4. Supporting and Inhibiting Factors

Supporting factors include: (1) availability of learning tools (RPP and teaching modules) as teaching guidelines; (2) support from the madrasah principal through supervision and monitoring; (3) teacher commitment in carrying out learning despite various limitations; (4) enthusiasm of some students, especially when using interactive methods.

Inhibiting factors include: (1) limited variation in teaching methods, causing monotonous and teacher-centered learning; (2) limited learning facilities and media, reducing student engagement; (3) heterogeneity of student abilities, making it difficult to find methods suitable for all; (4) limited learning time, causing teachers to choose more efficient lecture methods; (5) lack of follow-up on evaluation results, so evaluation has not been optimal for learning improvement.

4. RESULTS AND DISCUSSION

1. Learning Planning at MTs Al-Anshor Ketapang

The research findings indicate that learning planning at MTs Al-Anshor Ketapang has been carried out administratively, but the substance and contextualization still need improvement. This finding aligns with the theory of Wina Sanjaya (2015), who states that learning planning should not only function as an administrative document but also as an operational guide that directs the learning process effectively and contextually. The gap between planning and implementation indicates that the planning function has not been fully integrated with classroom practice.

In the perspective of learning management, effective planning must consider the characteristics of students, available resources, and learning objectives (Syaiful Sagala, 2014). At MTs Al-Anshor Ketapang, planning has not optimally accommodated student heterogeneity; teachers admitted that it is difficult to adjust methods to the diverse abilities of students. This indicates that the diagnostic function in planning is still weak. Abdul Majid (2013) emphasizes that good planning must be based on an analysis of student needs, not just administrative fulfillment. Therefore, the planning at this madrasah still needs strengthening in terms of adaptation and innovation.

From an Islamic education perspective, planning is an implementation of the principle of *itqan* (doing something perfectly) as taught in Islam. The command to "prepare" in QS. Al-Hasyr verse 18 indicates the importance of careful planning. Thus, learning planning at madrasah should not be a mere formality but a manifestation of professional and spiritual responsibility.

2. Learning Implementation at MTs Al-Anshor Ketapang

The finding that learning implementation is still dominated by the lecture method and is teacher-centered reflects a common phenomenon in many educational institutions, especially in rural areas. This is consistent with the international study mentioned in the introduction, which found that most teachers still lack student involvement in complex learning activities. According to Syaiful Sagala (2014), effective learning requires the use of varied, active, and student-centered methods. The limitations faced by teachers—time, classroom conditions, and mastery of methods—are inhibiting factors that need to be addressed through training and capacity building.

In the perspective of Islamic education, learning is not just knowledge transfer but also a process of character formation. The lecture method, if not balanced with discussion, practice, and active student involvement, will hinder the development of critical thinking and spiritual appreciation. The Prophet Muhammad SAW used varied methods in teaching his companions, including dialogue, demonstration, and direct practice. Therefore, teachers at MTs Al-Anshor Ketapang need to innovate in learning methods to create more meaningful and participatory learning experiences.

The use of learning media is also still limited. In the digital era, the integration of technology in learning is a necessity. However, the research found that the madrasah's facilities, such as computer laboratories and libraries, have not been optimally utilized to support varied learning. This indicates a gap between available resources and their use in learning.

3. Learning Evaluation at MTs Al-Anshor Ketapang

The evaluation findings that still focus on cognitive aspects without optimal follow-up reflect a partial understanding of the function of evaluation in learning management. According to Nana Sudjana (2016), evaluation should cover three main domains: cognitive, affective, and psychomotor, to provide a comprehensive picture of student development. At MTs Al-Anshor Ketapang, aspects of attitude (affective) and skills (psychomotor) have not been assessed proportionally. In the context of Islamic education, affective assessment is very important because the main goal is the formation of noble character (akhlak).

Furthermore, evaluation should serve as a tool for improving learning, not just measuring learning outcomes. Suharsimi Arikunto (2018) emphasizes that evaluation results must be followed up with corrective actions to improve the quality of subsequent learning. The research found that follow-up on evaluation results at MTs Al-Anshor Ketapang has not been carried out systematically. This results in the same weaknesses recurring in subsequent learning processes. This indicates that the controlling function in learning management has not been running optimally.

Supervision and monitoring by the madrasah principal are part of the evaluation function. The principal acknowledged the need for strengthening academic supervision. Mulyasa (2012) states that academic supervision aims to assist teachers in developing their teaching abilities, not just to inspect. Therefore, the principal's supervision needs to be directed towards coaching and providing constructive feedback, not just administrative control.

4. Contribution and Effectiveness of Learning Management to Educational Quality

Although learning management contributes to process order, learning outcomes, and discipline, its overall effectiveness is not yet optimal. This is indicated by the persistent gap between planning and implementation, teacher-centered learning, and evaluation not being used maximally for improvement. According to George R. Terry (1977), the effectiveness of a process is largely determined by the alignment between planning, implementation, and controlling functions. The lack of synergy among these functions will cause learning objectives not to be achieved optimally.

The contribution to improving learning outcomes, though present, is not yet evenly distributed. This is influenced by internal student factors such as motivation, interest, and learning ability. This finding is consistent with the theory that learning outcomes are determined by multiple factors, not just learning management quality. However, well-managed learning can at least create conditions that support all students to develop according to their potential.

The increase in discipline and order is a positive contribution of learning management. With planning and evaluation, teachers are more controlled in teaching, and learning becomes more orderly. This is an important foundation for creating a conducive learning environment. However,

discipline that emerges should be based on awareness and commitment, not just external control. Therefore, building a culture of quality is an important agenda going forward.

5. Supporting and Inhibiting Factors

Supporting factors: The availability of learning tools provides guidance for teachers. This is in line with Abdul Majid's (2013) theory that learning tools are an integral part of learning management. The principal's support through supervision and monitoring shows the strategic role of leadership in improving educational quality (Mulyasa, 2012). Teacher commitment reflects professional responsibility (Syaiful Sagala, 2013). Student enthusiasm, especially when interactive methods are used, is a potential that can be developed (Wina Sanjaya, 2016).

Inhibiting factors: Limited variation in teaching methods causes monotonous and teacher-centered learning. Hamzah B. Uno (2012) states that varied methods are needed to increase student activeness and interest. Limited facilities are also a significant inhibiting factor (Syaiful Sagala, 2014). The heterogeneity of student abilities requires teachers to be able to differentiate instruction (Wina Sanjaya, 2015). Limited time causes teachers to choose more efficient methods. Lack of evaluation follow-up results in evaluation not being used optimally for learning improvement (Suharsimi Arikunto, 2018).

6. Theoretical and Practical Implications

Theoretically, this research confirms that the success of learning management is determined by the synergy between planning, implementation, and evaluation. The gap between these functions will reduce the effectiveness of learning and limit the improvement of educational quality. This research also reinforces the importance of contextualizing learning plans based on student characteristics and the need for comprehensive assessment (cognitive, affective, psychomotor) in evaluation.

Practically, this research provides recommendations for madrasah principals to strengthen academic supervision and monitoring, as well as to provide training for teachers in developing innovative and student-centered teaching methods. For teachers, it is recommended to improve professional competence, especially in using varied and interactive methods, and to optimize the use of learning media. For madrasahs, it is necessary to improve the availability of learning facilities and strengthen the academic culture that encourages student activeness and participation.

7. Research Limitations

This study has several limitations. First, it was conducted at only one madrasah, so the results cannot be generalized to all MTs in Lampung or Indonesia. Second, the qualitative approach used provides in-depth but not statistically generalizable findings. Third, this study did not quantitatively measure the correlation between learning management and improving educational quality. Fourth, the research time was relatively limited, so it could not capture long-term dynamics. Future research should expand the number of locations and use a mixed-methods approach to obtain more comprehensive and generalizable results.

5. CONCLUSION AND SUGGESTIONS

Based on the results of the research and discussion, several conclusions can be drawn. First, the implementation of learning management at MTs Al-Anshor Ketapang has been carried out through three main functions: planning, implementation, and evaluation. However, it has not been fully optimal. Planning is still administrative and less contextual, implementation is still dominated by lecture methods and is teacher-centered, and evaluation focuses more on cognitive aspects without adequate follow-up. Thus, there is still a gap between planning and implementation, and the integration between management functions is not yet fully synergistic.

Second, the implementation of learning management contributes to improving the quality of education in terms of creating order in the learning process, improving student learning outcomes, and increasing discipline and order in teaching and learning activities. However, its effectiveness is not yet optimal. This is indicated by the gap between planning and implementation, limited variation in teaching methods, and less-than-maximum use of evaluation results as a basis for learning improvement. Therefore, the contribution of learning management is already visible but has not yet had a significant overall impact.

Third, supporting factors in implementing learning management include the availability of learning tools, support from the madrasah principal through supervision and monitoring, teacher commitment in carrying out learning, and the enthusiasm of some students. Inhibiting factors include limited variation in teaching methods, limited learning facilities and media, heterogeneity of student abilities, limited learning time, and lack of follow-up on evaluation results. The success of learning management implementation is highly dependent on the madrasah's ability to optimize supporting factors and minimize existing inhibiting factors.

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