

Implementation of Learning Management, Exploring Weaknesses and Strengths: A Case Study

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ABSTRACT. This study aims to analyze learning management, the strengths and weaknesses of the learning process, and student interest in learning. The research was conducted at Sirojul Atfal Cisoka High School. The research method uses descriptive qualitative and collecting data using observation, interviews, and documentation. The results showed that learning management was implemented through three stages: planning, implementation, and evaluation of learning. The integration of general subjects with religious subjects is an advantage of the learning process. However, the learning process that has not been appropriately managed makes it a weakness. This weakness causes students' low interest in learning, so their learning achievement decreases drastically.

Keywords: *Learning management, Weaknesses, Strengths*



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INTRODUCTION

Of course, discussing educational papers has many kinds of understanding about education. In particular, Uyoh (2017) cites Langeveld's opinion that education is guidance given by adults to immature children to reach maturity. Meanwhile, in a broad sense, education is a process of growth and development, as an individual's interaction with the social and physical environment, lasting throughout life since humans are born. However, it is not easy to realize the ideals of the Indonesian nation – to educate the nation's life –because all aspects of education must work together. Without a strong synergy between education actors, it is possible to weaken education until Indonesia's educational goals are finally not achieved.

One of the problems in education that needs to be taken seriously is the learning process. The weakness of the learning process that is carried out causes the low quality of learning. Generally, learning has the essence of design as an effort to teach students (Martinis & Maisah, 2012). Therefore, in learning, students interact with the teacher and with all learning resources used to achieve the expected learning objectives. Therefore, learning focuses on how students learn and not on what is taught. That is, students become subjects of learning and not objects of learning. Government Regulation Number 19 of 2005 Article 19 Paragraph 1 explains that: "*the learning process in academic units is carried out interactively, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for the initiative, creativity, independence following talents, interests, and physical and psychological development of students.*" Teachers should make learning designs that arouse student interest in learning.

Learning management in schools is not only about learning arrangements, physical facilities, and routines. Nevertheless, they must also prepare classroom conditions and the school environment to create a comfortable and practical learning atmosphere. Several studies report the interaction of classroom management with students' learning interests (Nur, 2016), students' learning motivation (Nurhairiah, 2019; Fauzi & Fahmi, 2020), students' understanding abilities (Hidayat, 2018), students' self-efficacy (Kurt et al. al., 2014), and student learning outcomes (Saggaf et al., 2017). According to Djaali (2018), in the learning process, students have an attitude that consists of two components, namely Teacher Approval (TA) and Educational Acceptance (EA). TA is concerned with students' views of teachers and their teaching methods. At the same time, EA consists of students' acceptance and rejection of learning objectives, materials, practices, assignments, and rules set by the school. Therefore, learning needs to be adequately managed in order to create a learning climate that supports student interest in learning. Learning management must pay attention to students' attitudes and learning interests to increase their learning achievement.

Sirojuli Atfal Cisoka High School, Tangerang Regency, is a private school based on Islamic boarding schools requiring students to live in dormitories (*Pondok Pesantren*). This condition – supposedly – causes students to be diligent in coming to school because they live in the school environment. Nevertheless, students are lazy to come and study at school. Based on the author's observations and interviews with informants, students are less interested in their learning at school; they feel bored, lose their enthusiasm for learning, and find it challenging to learn. That is because the learning is monotonous; there are no variations in learning methods or other learning components, so many students find it challenging to learn. Finally, their attitude in learning becomes less responsive to the lesson, less enthusiastic when the teacher asks them to answer what the teacher asks, and facial expressions that look bored and unenthusiastic. In addition, the number of absent students is an indication of a lack of interest in learning at school.

These problems cannot be separated from the learning management process, including lesson planning, learning implementation, and learning evaluation. Learning planning in schools is not optimal such as the absence of a learning planning component, lesson plans, syllabus, annual programs, and semester programs. In addition, many teachers at the school do not meet the criteria for professional teachers, mainly if it is observed from primary education. Nevertheless, these problems need to be investigated in the hope that there will be improvement efforts from school management to improve learning management. Therefore, the purpose of this study was to analyze learning management, the strengths and weaknesses of the learning process, and student's interest in learning.

METHOD

This research uses a case study at SMA Sirojul Atfal Cisoka, Tangerang Regency, Banten Province. This study tries to understand the problems that occur in the school. Data collection techniques were through direct observation, interviews with informants (principals, vice-principals in curriculum, and teachers), and document analysis. The data analysis technique used the qualitative description from Miles and Huberman, covering the stages of data collection, reduction, analysis, and data interpretation.

RESULT AND DISCUSSION

Result

Learning management

Learning management in this study includes planning, implementation, and evaluation. The first informant stated, *"We continue to carry out learning management at SMA Sirojul Atfal Cisoka by carrying out a minimum of three stages, namely planning, implementation and evaluation"* (I1_KS).

In planning the lesson, the first informant also explained: *"School learning planning is carried out only at the beginning of the new school year which is usually called a school work meeting. School work meetings are carried out as a strategy to design various learning programs to be implemented. School work meeting activities as preparation for the learning program for the next year. School work meetings were held to design various programs, especially learning programs because to update learning in a better direction. In addition, the preparation of learning programs is also carried out by following and paying attention to the development of education in Indonesia. Planning is not only limited to the preparation of work programs and learning programs, but all components related to learning programs including human resource planning for the implementation of learning. For the sake of good learning, we also plan human resources, especially educators who are directly related to learning. Although school work meeting activities in the preparation of learning programs are carried out once a year, they include daily, weekly, monthly program planning and are combined with school programs, namely semester programs and annual programs. In this plan, I, as the principal, certainly did not act alone but was assisted by the curriculum, students, administration, teachers, and other education personnel so that this plan was more effective and efficient in its implementation. Even though the planning has not been maximized, we continue to try to improve the quality of our education"* (I1_KS).

Then the second informant explained that: *"Learning curriculum planning is carried out once a year in school work meetings. The learning curriculum used follows the educational curriculum set by the Ministry of Education. In this lesson plan also collects other plans such as teaching tools and materials, learning facilities and infrastructure, learning activities and others. Educators are also emphasized to design lesson plans such as syllabus, lesson plans, annual programs and semester programs. However, because there are still some teachers here who are not yet professional, this planning has not been carried out optimally. The time or academic calendar of SMA Sirojul Athfal is also inseparable from planning. Because this educational calendar is very important for the course of learning"* (I2_WKr).

It can be seen that planning learning programs are a must for all compulsory teachers. Teachers must make lesson plans in the form of annual programs and semester programs containing learning activities that teachers will carry out in one academic year. As a form of teacher obligation, the lesson plans are collected to the vice principal of the curriculum section for review. If there are errors or deficiencies, then the teacher is allowed to improve the lesson plans he made so that a form of a lesson plan is obtained that is ready to be taught by any teacher. Next is the implementation of learning. The implementation stage is the stage that determines the realization of school planning. The third informant explained that: *"In order for the implementation of learning to be systematic, it is divided into 3 parts of learning activities, namely initial activities, core activities and final activities. The initial activity is usually carried out with greetings and talks between the teacher and students such as asking how they are and telling a little story to start learning. In addition, the initial activities are usually filled with motivation so that students are even more active in learning. Core activities include repeating the previous material to recall the material that has been taught, explaining the next material, using learning media and so on related to the day's learning material. While the final activity is usually done by concluding the material, opening a question-and-answer session to students so that students are more interactive in learning and giving motivation back to students and ending with closing greetings"* (I3_Gr).

In implementing learning, teachers have their teaching methods and strategies. Some use the lecture method, some use the rote method, and some use the practical method. It is a way for every teacher to give lessons to their students to understand the lessons conveyed by the teacher. The first informant stated the evaluation: *"We certainly conduct regular learning evaluations. Direct evaluation of student learning outcomes has been carried out by teachers in the form of tests or exams, both formative and summative. We also evaluate the school's learning program regularly in monthly meetings held once a month. This is deemed necessary to determine the progress of learning at SMA Sirojul Atfal Cisoka. In this evaluation, all parties are involved to provide input or solutions to the problems encountered"* (I1_KS).

Advantages and Disadvantages of the Learning Process

Each school certainly has its advantages and disadvantages. The strength of each institution can be one of the selling points of the institution itself. The strength or excellence of an educational institution can be one of the benchmarks for its success of an educational institution. The learning process will run well with the strength of the learning, and learning objectives can also be easily achieved with the power of learning.

In contrast, the lack or weakness of learning in schools can be an obstacle to the learning process. So that learning objectives are challenging to achieve. The first informant stated: *"SMA Sirojuli Atfal Cisoka is a boarding-based school. This school is a school devoted to orphans and students in need. We do not charge anything for those who study here, we even give them their daily meal for free. Students are only required to play an active role in learning both at the cottage and at school. That way, students have the opportunity to master general science and religion. This is one of the advantages of this school which is to provide a deeper understanding to students. Free schools are also an attraction to help underprivileged communities and provide opportunities for them to pursue education. We also suggest to teachers to give students the freedom to express themselves so that students do not feel pressured and easily understand when receiving lessons from the teacher while still complying with the existing rules"* (I1_KS).

In addition to explaining the advantages, the informant also explained the disadvantages of studying; he said: *"In addition to strengths as strengths, weaknesses as learning weaknesses of course exist in this school. Among human resources, especially educators here are still many who are not professional in terms of the history of education, there are still many who are not appropriate. It's not meant to belittle their knowledge, it's just that the appropriate history of education also influences the way they teach and the learning process. In this school there is only one major, namely the Social Sciences major, but there is no Science major. Facilities and infrastructure are also still not complete in this school. This is certainly a weakness of this school in learning. In addition, there are still some teachers who do not come to class so students feel bored if there is no teacher in class"* (I1_KS).

The second informant also explained his answer when interviewed; he said: *"The advantage of this school in learning from the understanding given is not only general knowledge but also religious knowledge. The division of learning time in high school is quite good. The teachers are also quite professional in teaching although educationally there are still some that are not appropriate. However, there are still learning weaknesses in this school, such as in the midst of the transition from the curriculum to an independent learning curriculum, in this school the new curriculum has not been implemented so it is still using the old curriculum. Some teachers still have difficulty in preparing lesson plans, syllabus, Prota and Promes which are also obstacles in the learning process"* (I2_WKr). Meanwhile, the third informant conveyed the advantages and disadvantages of learning at Sirojul SMA Athfal; he said: *"In fact, learning at this school is good by combining schools and Islamic boarding schools so that students are more disciplined with existing regulations. But sometimes teachers find it difficult to learn with the lack of tools and teaching materials in this school. So that students look bored when studying in class if the teacher cannot bring a good atmosphere to students"* (I3_Gr).

Each school has its advantages and disadvantages. Sirojul Atfal High School is no exception, which has its advantages and disadvantages of learning. Therefore, the power of learning must be maintained and enhanced. Meanwhile, learning weaknesses must be covered by improving better learning.

Student Interests

Interest is essential for everyone, especially students. Because with interest, a student will be more enthusiastic about carrying out his duties without feeling any coercion. The community's interests are different, and this happens because of the influence of the students' internal factors and external factors. As stated by the second informant, *"One of the problems that this school is still facing is the low interest in student learning. This can be seen from their lack of enthusiasm for learning in class. Not even a few students are often absent from class for teaching and learning activities, especially male students."*

This can be influenced also by internal and external factors of students. The existence of internal factors such as character, motivation, ideals, talents and other things that exist in students. While external factors such as the environment, teachers, friends, learning media, and others outside of students. So it has an impact on students' low interest in learning" (I2_WKr).

Managing teaching and learning activities in the classroom is not easy to guide students, so students' interest in learning increases. Because if students already have a high interest in learning, they will continue to learn to gain knowledge. In implementing teaching and learning activities, the teacher's role is significant as a class controller during learning. For this reason, a teacher must be able to liven up the classroom atmosphere in learning and stimulate students to be more active in the learning process, as said by the first informant: *"An educator must have a professional attitude in teaching. His professional attitude lies in his knowledge and teaching methods. If the teacher is professional in teaching, students will feel happy doing learning activities. Students will be more enthusiastic and will more easily understand the learning delivered by a teacher. Therefore, to improve the professional attitude of a teacher, we are still trying to improve his competence by holding various trainings for teachers at SMA Sirojul Atfal Cisoka. However, in practice there are still teachers who are rarely present to teach in class. Of course, this also has an impact on increasing student interest in learning at SMA Sirojul Atfal Cisoka" (I1_KS).* Meanwhile, the third informant stated, *"Usually I teach not only by imparting knowledge, but by taking an emotional approach between teacher and student. With the establishment of chemistry between teachers and students will provide comfort in learning. I also do interactive learning so that students are more enthusiastic in learning" (I3_Gr).*

Discussion

Management comes from a word taken from English, which means managing, managing, or managing (Saifulloh & Darwis, 2020; Rozak et al., 2020; Royhatudin et al., 2020; Toyib et al., 2020; Rahmatullah, 2021; Haryati et al., 2021). Management is the science and art of taking action to achieve goals (Siswanto, 2021; Fauzi et al., 2021). Management as a science is a systematic accumulation of knowledge or an organized knowledge unit (Noor, 2017; Wasehudin, 2018; Hamidun & Maheasy, 2021). Management as science can also be seen as an approach to the entire empirical world based on one's experience (Nugraha, 2018; Haryati et al., 2021). The empirical world is very bound by space and time or a world visible to the five human senses. Management is said to be an art; it does not mean that management is a formal art usually associated with music, literature, dance, painting, and other arts.

Learning is also one of a person's abilities to efficiently manage components related to learning to produce added value according to applicable norms or standards (Yahmin, 2009; Setiawan, 2017). The components related to learning and supporting the quality of learning include teachers, students, facilities and infrastructure, and the learning process (Hasbullah, 2018; Hasbullah et al., 2019). Generally, the word learning emphasizes a student activity that thoughtfully includes aspects: intellectual, emotional, and social. However, the term learning not only exists in the context of teachers and students in the classroom but also includes activities outside the classroom that the teacher does not physically attend.

Learning is an activity that cannot be separated from the management function, as SMA Sirojul Atfal Cisoka carries out learning management. Learning management consists of planning, implementing, and evaluating learning, and it is in line with what the first informant said when interviewed. Learning management is an organized procedure that includes steps in planning, implementing, and evaluating learning (Rukajat, 2018; Permana et al., 2021; Haryati et al., 2021; Fauzi et al., 2021). Learning management is carried out to improve the quality of learning and increase student interest in learning. Research results by Dini et al. (2021) show that learning management to create a pleasant learning atmosphere is carried out in three stages: planning, implementation, and evaluation. Learning planning includes the preparation of learning scenarios, media, and evaluation tools. Implementation of learning is the implementation of activities

adapted to the learning scenarios that have been made in the previous stage. Evaluation of learning is carried out by teachers offline and online.

Learning planning at SMA Sirojul Atfal Cisoka is carried out at the beginning of each new school year in work meeting activities. Learning planning is carried out in school work meetings to formulate learning programs. Planning activities discuss several aspects of learning programs, learning tools, learning time, learning tools and materials, and other needs in learning. It aligns with what Uno (2016) said that planning is a relationship with how it should be related to a need, setting goals, priorities, programs, and resource allocation. Then in the implementation of teaching and learning activities, teachers are required to make lesson plans, syllabus, annual programs, and semester programs as guidelines for teachers in teaching so that they are directed.

The implementation of learning is carried out in three stages, namely initial activities, core activities, and final activities. Mulyasa (2006) stated that the implementation of learning consists of three activities, namely initial activities, core activities, and final activities. Learning activities carried out by a teacher in the classroom begin with greetings, asking students how they are doing, interacting, and providing motivation. The core activity is carried out by presenting subject matter with teaching methods following learning needs. When delivering material, a teacher must be patient and control the situation of students so that the lessons conveyed can be understood by their students. The last activity a teacher can do is ask questions to students, build an energetic atmosphere in the classroom, provide motivation, and give closing greetings to students.

In the implementation of learning, the teacher becomes a significant figure. As a professional teacher, at least one teacher can manage student learning as a promoter, a corrector, an organizer, a facilitator, and a student learning manager (Juhji, 2016). If a teacher learns professionally, the learning objectives will likely be achieved well, and student's interest in learning will increase. It is also in line with Erwinsyah's (2017) research that teachers have a significant role in determining the quantity and quality of learning. Teachers should think about and plan lessons carefully to increase learning opportunities for their students and improve the quality of their teaching. Because the teacher acts as a learning manager, acts as a facilitator who tries to create effective teaching and learning conditions, develops learning materials well, and improves students' ability to listen to lessons and master learning objectives to improve the quality of education.

SMA Sirojul Atfal Cisoka carries out the last stage in learning management in learning evaluation. Learning evaluation is also carried out as a school control to determine what problems are faced that will be improved in the future. Hamalik (2010) said that evaluation also serves to determine and determine the position of a learning program based on specific criteria so that a program can be trusted and believed to be implemented or otherwise, the program must be repaired or perfected. Evaluation of learning at SMA Sirojul Atfal Cisoka was carried out to evaluate the learning program and student learning outcomes. In evaluating the learning program, the principal of SMA, Sirojul Athfal, held regular meetings. Meanwhile, the teacher carries out written exams and practical exams to assess student learning outcomes.

There are two kinds of evaluation in evaluating student learning outcomes, namely formative and summative. Formative evaluation is carried out when the teacher finishes learning on the day the teacher carries out the learning process. In contrast, summative evaluation is carried out following the educational calendar. Evaluation is an attempt to obtain information about student learning outcomes, knowledge, concepts, attitudes, values, and process skills. Teachers can use this as feedback or decisions to determine teaching and learning strategies. Evaluation is an effort to obtain information about student learning outcomes, knowledge, concepts, attitudes, values, and process skills. Teachers can use this as feedback or decisions to determine teaching and learning strategies. For this reason, teachers need to conduct an assessment, both on the process and student learning outcomes.

Each organization or educational institution has its strengths and weaknesses. The SMA Sirajul Atfal Cisoka is no exception. The high school is a boarding school-based school which is its strength in providing knowledge to students, not only general knowledge but also religious knowledge. At the same time, the shortcomings of SMA Sirojul Athfal lie in human resources, especially educators whose basics are not following the subjects being taught. It does not meet the qualifications as a teacher as mandated by Law no. 14 of 2005 Article 8, which states that teachers are required to have academic qualifications, competencies, educator certificates, be physically and mentally healthy, and can realize national education goals. Article 10 explains that teacher competence includes pedagogic competence, personality competence, social competence, and professional competence obtained through professional education. Wedi (2017) states that in the implementation of learning where the method is an integral part of it, the fundamental problem is none other than the realization of the optimal learning method as mandated at the theoretical level. Therefore, the theoretical-practical consistency of learning methods needs to be prioritized with the best possible planning and trying to implement it as optimally as possible, following the correct rules, principles, and procedures.

Two main factors influence students' interest in learning: internal and external factors. Gu (2021) said that interest is the relationship between oneself and the outside in the form of acceptance. Students' internal factors cannot be controlled by other people but can be influenced so that students want to increase their interest in something that can affect students' interest in learning is external factors. SMA Sirojuli Atfal Cisoka seeks to be an excellent external factor to increase student interest in learning. Sirajul Athfal High School continues to improve learning management and human resources to improve the quality of learning. Improvements to the lesson components continue to be made so that students feel comfortable when carrying out teaching and learning activities. Likewise, with teachers whose competence is continuously improved by various pieces of training, even though the educational history is not appropriate, the teachers' expertise in teaching is owned. That way, the teacher will manage the learning process well, and student's interest in learning will increase.

Reinforcing the discussion above, Tafonao (2018) states that three factors underlie the emergence of interest are (1) internal driving factors, namely encouragement from the individual himself so that interest arises to carry out certain activities or actions to fulfill them. For example, the drive to learn and arouse interest in learning; (2) social motivation factors, namely factors to carry out an activity to be accepted and recognized by the environment. This interest is a compromise between the individual and his social environment. For example, interest in learning because they want to get respect from their parents; and (3) emotional factors, namely interest, are closely related to emotions because emotional factors always accompany a person in dealing with objects of interest. A person's success in inactivity is caused because the activity causes feelings of pleasure or satisfaction. In contrast, failure will cause feelings of displeasure and reduce one's interest in the activity in question.

CONCLUSION

SMA Sirojuli Atfal Cisoka Tangerang Regency is a pesantren-based school that implements a learning system under the auspices of the Department of Education and Culture. Learning management at SMA Sirojul Athfal is carried out by carrying out three main management stages, namely planning, implementation and evaluation. The power of learning in these schools is in a learning system that combines general learning with religious learning so that students gain more knowledge—however, the lack of human resources and other learning components. The curriculum used has not implemented the latest curriculum or independent learning. The low interest in student learning is caused by learning management that is still not perfectly organized.

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