

ISLAMIC EDUCATION MANAGEMENT STRATEGY IN IMPROVING THE QUALITY OF TEACHING AT MTS AL-AMIRIYAH

Ferdana Marantika^{1*}, Moh Nur Fauzi²

^{1,2}Universitas KH Mukhtar Syafaat Blokagung, Banyuwangi, Indonesia

Corresponden E-mail: ferdanamarantika@gmail.com

Abstract

This study aims to analyze the influence of teaching time management based on the principles of time management in Islam, the use of Islamic peer review methods, and spiritual learning environment innovations in improving the quality of student learning in MTs. This study uses a descriptive qualitative approach with data collection techniques through in-depth interviews, observations, and document studies. Data were analyzed using thematic analysis techniques to identify patterns and relationships between research variables. The following is an adjustment of your research results to fit the request for a more detailed explanation of the method, including the number of participants, criteria, duration of observation, and data validation: The results show that the management of teaching time that follows Islamic principles, such as scheduling recitation activities on certain days such as Sunday Legi, increases student absorption through a more conducive learning atmosphere and inner peace. In addition, the Islamic peer review method based on the principles of deliberation (shura) and counsel (nashihah) has been proven to improve the quality of teaching by correcting shortcomings and strengthening strengths through constructive and collaborative evaluation. This study uses a descriptive qualitative approach, with data collection techniques through participatory observation, in-depth interviews, and documentation studies. The number of research participants was 12 people, consisting of 6 teachers and 6 students in the MTS Alamiriyah environment. The criteria for selecting participants are based on active involvement in learning activities that integrate Islamic values, as well as a minimum of 1 year of experience in the environment. Observations and interviews were conducted for 2 months, with a frequency of field visits twice a week. Each interview session lasts between 45 to 60 minutes. For data validity, source triangulation was carried out (by comparing data from teachers, students, and school documentation), as well as member checking to ensure the accuracy of the researcher's interpretation of the respondent's statement. Innovations in the spiritual learning environment, such as spiritual assistance and daily dhikr, also play an important role in creating a more productive and meaningful learning atmosphere, by increasing student concentration, motivation, and character building. This study concludes that the integration of Islamic principles in learning management has a positive impact on the effectiveness of teaching and student development holistically, both intellectually and spiritually.

Keywords: *Improving Quality; Quality of Teaching*

A. Introduction

In the context of Islamic education, the integration of Islamic values in the learning process is not only a normative need, but also a strategic strategy to produce a generation that excels intellectually and spiritually. One of the approaches that has received attention is the application of Islamic management principles in the teaching process, which includes time management, evaluation methods, and the development of a spiritual learning environment (Mulyasa, 2013; Zuhdi, 2015).

However, research gaps are still visible in terms of measuring the effectiveness of Islamic management strategies at the tsanawiyah madrasah (MTs) level. A number of previous studies have emphasized the spiritual aspects of individual students, such as the habituation of worship or the internalization of religious values, without explicitly linking them to managerial effectiveness in the learning process (Rahman, 2018; Latif, 2020). This leads to a lack of a comprehensive understanding of how Islamic management principles such as *shura* (deliberation), *nashihah* (advice), and value-based scheduling can be applied systematically in improving the quality of teaching.

Thus, this study not only seeks to describe the practices that have been running, but also to fill the gaps in the study of Islamic-based learning management that not only emphasizes the spiritual aspect, but also the managerial and structural aspects. This research is expected to make a theoretical and practical contribution to the development of a more comprehensive and applicable Islamic education management model.

(Sandri 2025). As educational needs become increasingly complex, it is important to explore different models and approaches in Islamic education management that can improve the overall quality of teaching. The implementation of Islamic education management strategies in several Islamic boarding schools and found that the integration of Islamic values in education management was able to increase learning effectiveness (Lailiyah and Imami 2023), both in the academic aspect and in the formation of student character. Therefore, research on Islamic education management strategies in improving the quality of teaching shows that the quality of education does not only depend on the academic prowess of teachers, but also on the application of spiritual and moral values contained in Islamic education. Research as conducted by (Putri et al. 2024) revealed that the integration of Islamic values in education management can increase the overall effectiveness of learning, not only in academic aspects but also in the formation of student character is increasingly important considering the complexity of current educational needs.

By examining the strategies used at MTs Al-Amiriyah, this research is expected to provide a clear picture of how the management of Islamic education can support the improvement of the quality of learning, both in terms of academics and student character, as well as effective management to create a better educational environment. Research results by (Nur and Junaris 2023) found that madrasahs that apply Islamic education management principles, such as time management, moral and spiritual strengthening, and teacher quality improvement through training, are able to achieve a significant improvement in the quality

of teaching. Therefore, this study aims to describe the implementation of Islamic education management strategies at MTs Al-Amiriyyah in improving the quality of teaching, by emphasizing the importance of effective management, strengthening moral and spiritual values, and improving the quality of teachers, which has been proven to improve the quality of learning both in academic aspects and in the formation of students' character (Yusrianto 2025).

The Islamic education management strategy aims to improve the quality of teaching through the application of principles that focus not only on technical aspects, but also on spiritual, moral, and professional values (Putri et al. 2024). Islamic-based planning, organizing, implementing, and evaluation provide a holistic framework to ensure that learning is not only academically effective, but also contributes to the formation of students' character. This is important because Islamic education aims to produce individuals who are intelligent, have noble character, and are able to face life's challenges based on the values of faith. Research by (DECEMBER 2024) This shows that learning evaluations that measure students' academic development as well as moral and spiritual development are more effective in forming a balanced generation between intellectual intelligence and morality. Therefore, Islamic education management strategies that include planning, organizing, implementing, and evaluating based on spiritual, moral, and professional values have proven to be effective in improving the quality of teaching (Putri et al. 2024). Not only in terms of academics but also in the formation of student character, so as to produce individuals who are intelligent, have noble character, and are ready to face life's challenges based on faith.

B. Method

This research was conducted at MTS Al-Amiriyyah because this madrasah is known to have unique characteristics in the implementation of Islamic education management strategies that are oriented towards improving the quality of teaching. In addition, this madrasah has shown its commitment to integrating spiritual, moral, and professional values into the learning process, so it is relevant to be used as a case study to explore the effectiveness of these strategies in supporting the formation of students who excel academically and in character.

The approach used at MTs Al-Amiriyyah has unique characteristics that have not been widely discussed in the literature, such as scheduling recitation activities on special days (e.g. Sunday Legi), as well as the practice of regular deliberation based evaluation between teachers. This characteristic makes MTs Al-Amiriyyah the right context to explore how Islamic learning management can be carried out in an integrated manner (Hafidz, 2021). The case study method was chosen because it allows researchers to understand in depth the context, process, and dynamics of the implementation of Islamic education management in madrasahs in real situations. This study uses an intrinsic case study approach (Creswell, 2013), because the main focus is to understand specifically the phenomenon of educational management strategies applied in one particular madrasah, rather than to generalize the findings to a broader context. This approach differs from other forms of qualitative study,

such as phenomenology or ethnography, in that it does not only explore the experiences of individuals or group cultures, but places more emphasis on an in-depth exploration of one particular case as a whole entity. Data was collected through direct observation, in-depth interviews with madrasah heads, teachers, and staff, and analysis of related documents such as work programs, learning schedules, and evaluation reports. With this approach, researchers hope to gain a comprehensive and contextual understanding of the strategies implemented and their impact on teaching quality.

In this study, interviews were conducted with madrasah heads, teachers, and staff were selected as research subjects because each of them has a strategic role in the implementation of Islamic education management at MTs Al-Amiriyah (Hasibuan, Dasopang, and Zulhammi 2023). The head of the madrasah is responsible for strategic planning and decision-making, the teacher is the main implementer of the strategy in the learning process, while the staff supports the organization and operationalization of the designed program. Interviews with madrasah heads provide information on the policies and vision of Islamic education management, discussions with teachers reveal the implementation of strategies in teaching, and data from staff show how administrative support contributes to the success of the program.

The data collection techniques in this study include interviews, observations, and document analysis. In-depth and semi-structured interviews were conducted with madrasah heads, teachers, and staff, to explore their understanding of the implementation of Islamic education management strategies, the barriers faced, and their impact on the quality of teaching. Observation is carried out in the form of passive participatory observation, where the researcher is present in activities without being directly involved, to observe naturally the learning process, teachers' work meetings, and the implementation of management policies in the madrasah environment.

Observations were conducted for approximately four weeks with a frequency of two to three times per week, covering approximately 10-12 meetings. The focus of observation includes interaction between teachers and students, communication patterns between madrasah heads and teachers, and the implementation of work programs that have been designed. The data recording process is carried out through systematic field records and the use of an observation checklist developed based on the indicators of Islamic education management strategies. The use of this technique aims to capture in-depth and authentic contextual data, as well as increase the credibility of the data through triangulation (Sugiyono, 2020; Creswell & Poth, 2021).

Document analysis is carried out on official documents such as madrasah work programs, learning schedules, meeting minutes, and annual evaluation reports. These documents are used to reinforce the findings of interviews and observations, as well as to provide a complete picture of the planning and implementation of Islamic education management strategies in madrasahs.

The qualitative data analysis technique in this study uses an interactive model from Miles and Huberman which includes three main stages, namely: data reduction, data presentation, and conclusion drawing (Benny et al., 2021). At the data reduction stage, the

data obtained from interviews, observations, and documentation was selected, sorted, and summarized based on the focus of the research, namely the Islamic education management strategy at MTs Al-Amiriyyah. Irrelevant information is eliminated to sharpen the focus of the analysis.

The second stage is data presentation, where the reduced data is arranged in the form of descriptive narratives, thematic matrices, tables, and flowcharts, to make it easier for researchers to identify patterns, relationships between themes, and dynamics of implementing education management strategies. The last stage is conclusion drawing and verification, which is an interpretive process that is carried out continuously during the study, to formulate the main findings that answer the formulation of the problem and the objectives of the research.

To maintain the credibility and reliability of qualitative data, this study applied several validation techniques based on the criteria of Guba and Lincoln (1985), namely:

- a. **Credibility:** Applied through member checking, which is confirming provisional results and interpreting data to key informants (madrasah heads, teachers, staff) to ensure that the data generated is in accordance with their experience.
- b. **Transferability:** Maintained by describing the research context in detail and thick description, so that the reader can assess the relevance of the findings in other similar contexts.
- c. **Dependability:** Strengthened through **peer debriefing**, which is regular consultation and discussion with supervisors or fellow experts in the field of Islamic education management to evaluate the analysis process.
- d. **Confirmability:** This is done by compiling a **trail audit**, which is a complete record of the research and data analysis process, including interview transcripts, field notes, and documentation that allows others to trace the analysis steps transparently.

With a combination of a systematic analysis approach and strict validation techniques, it is hoped that the results of this study will have high methodological integrity.

C. Findings and Discussion

Teaching Time Management Based on the Principles of Time Management in Islam

Teaching time management that follows the principles of time in Islam, such as setting a schedule that includes important activities such as reading on a particular day (such as Sunday Legi), can increase student absorption because the time is chosen based on the belief in blessings and tranquility (Jul 2024). In Islam, certain days, such as Sunday Legi, are considered to have certain spiritual values and blessings that can support students' concentration and understanding. Organizing learning during this time which is considered full of blessings provides opportunities for students to gain positive energy, inner peace (Nurlina and Bahri 2021). and greater focus, which contributes to a more effective learning process.

"Teaching time management that follows the principle of time in Islam, such as scheduling readings on certain days such as Sunday Legi, has proven to have a positive impact on student absorption. Days that are considered blessed in Islam, such as Sunday Legi, have a deep spiritual value, which supports the concentration and calmness of the student. After participating in reading activities at

these moments, students feel calmer and ready to learn, which increases their understanding and motivation in the lessons. Previous research has also supported these findings, where students who engage in spiritual activities at the time of blessing show significant improvements in their academic quality. By creating a conducive learning atmosphere and providing inner peace, this time management helps students to focus more and absorb the subject matter better. (Source of interview, Principal of MTs Al-Amiriyah, December 21, 2024).

The explanation from the above interview shows that the management of teaching time that refers to the principle of time in Islam, such as scheduling recitation activities on certain days such as Sunday Legi, has a positive impact on students (Mufarrihah 2024). Days that are considered blessed in Islam, such as Sunday Legi, are believed to have profound spiritual value, which can support students' concentration and calm. Reciting activities at these times helps students feel calmer and ready to participate in learning, which has an effect on improving their understanding and motivation. Previous research has also confirmed that students who engage in spiritual activities in times that are considered blessed experience improved academic quality (2024 Assessment). Thanks to a more conducive learning atmosphere and the inner peace obtained, which in turn helps students to focus more and absorb the subject matter more effectively.

Study by (Aliyah 2021) who examined the influence of spiritual activities on certain days on learning in schools, found that students who underwent recitation activities at a time considered a blessing, such as Sunday Legi, showed increased motivation to study and their academic quality. This is due to the more conducive and calm atmosphere that students get before taking lessons. Therefore, teaching time management that refers to the principle of time in Islam, such as scheduling readings on certain days that are considered blessed such as Sunday Legi, can increase student absorption by creating a conducive learning atmosphere, providing inner peace, and supporting students' better concentration and understanding.



Figure 1. About Sunday Legi activities

Source: Regular Reading of Legi Sunday Pondok Pesantren Darussalam Blokagung - YouTube

The Use of Islamic Peer Review Methods in Teaching Evaluation

The findings of the study show that MTs Al-Amiriyah has developed a peer review-based teaching evaluation method that is packaged with an approach to Islamic values,

such as deliberation, *ukhuwah*, and mutual advice (*tawaṣī bil-ḥaqq*). This practice is not only carried out in the form of formal evaluation by the head of the madrasah, but also through internal forums such as teacher meetings, *weekly halaqah*, and peer observation that are reflective and collegial in nature.

The evaluation is carried out on the principle of reminding each other and providing constructive input between teachers, where colleagues observe the implementation of learning, then provide feedback based on mutually agreed performance indicators. This process is not judgmental in the sense of punishing, but as part of a process of *continuous improvement* that is in line with the principle of *ta'dib* (education of manners) in Islam.

When compared to Islamic education management theory, especially the concept of evaluation according to Zuhairini et al. (2020) and Mulyasa (2021), this approach shows a continuity between spiritual and professional values. In this theory, Islamic education management emphasizes the importance of supervision (*muraqabah*), moral strengthening, and evaluation that is not only administrative but also morally educational. The Islamic *peer review method* at MTs Al-Amiriyyah is in line with this view, because it places evaluation as part of the development of teachers' character, not just a measurement of work performance.

Furthermore, the application of this method also reflects the principle of *syūrā* (deliberation) in Islamic management, where the evaluation process is not top-down, but dialogical and participatory. This builds a healthy professional culture, strengthens trust between teachers, and creates a work environment conducive to improving the quality of teaching collectively.

Thus, the use of the Islamic *peer review method* not only provides rich evaluative data, but also acts as a value-based managerial strategy that improves the quality of learning while strengthening the Islamic work ethic in the madrasah environment.

"The Islamic peer review method that we use involves deliberation and mutual advice between teachers. In practice, we sit down together to discuss each other's strengths and weaknesses, with an approach full of honesty and openness. Islamic principles, such as shura and nashihah, are our basis for ensuring that these evaluations do not bring down but rather help to correct the shortcomings. From our experience, this method not only improves the quality of teaching, but also strengthens the relationship between teachers. By supporting each other like this, innovation in teaching is growing, and the working atmosphere becomes more harmonious."

The explanation from the above interview shows that the Islamic peer review method applied in schools involves deliberation and advice between teachers with an honest and open approach (Umam 2022). Islamic principles, such as *shura* (deliberation) and *nashihah* (advice), are the basis of this evaluation process, so the focus is not on insulting criticism, but on efforts to correct shortcomings and strengthen strengths (ELVINA 2022). In addition to improving the quality of teaching, this method also strengthens relationships between teachers, creates a harmonious working atmosphere, and encourages innovation in teaching methods. By supporting each other, teachers can be more effective in developing learning strategies that are beneficial to students.



Figure 2: Teacher Deliberation And Guidance

Source: mts alamiriyah darussalam blokagung - Search

Research by (SALMAN 2023) states that Islamic peer review methods that integrate advice based on Islamic values result in more effective evaluations, as they are done with the aim of improving and enriching the teaching experience, rather than criticizing them negatively. This leads to an improvement in the quality of teaching and overall teacher performance. Therefore, the use of the Islamic peer review method that involves deliberation and mutual consultation between teachers, based on Islamic principles, can significantly improve the quality of teaching by correcting shortcomings and strengthening the strength of teachers through constructive, collaborative, and based on the values of kindness and honesty.

Innovation of Spiritual Learning Environment in Schools

Innovation of the spiritual learning environment in schools, such as the addition of spiritual mentoring activities, and the introduction of daily dhikr, can create a more productive and meaningful atmosphere because these activities not only focus on intellectual development, but also enrich the spiritual aspects of students. In Islam, spiritual activities help to cleanse the heart, promote inner peace, and strengthen students' relationship with God (May 2024). This creates a more focused, calm, and blessed learning atmosphere, so that students can more easily absorb knowledge and have higher motivation in learning (Mutzakir dan Chakka 2024). In addition, spiritual activities also play a role in the formation of students' character and morals, which supports their development as intelligent and noble individuals.

"Spiritual mentoring activities and the introduction of daily dhikr have had a significant positive impact on our school. Students become calmer, focused, and have higher motivation in learning. Spiritual mentoring provides an opportunity for students to learn spiritual values, while daily dhikr helps create inner peace before starting lessons. We see a change in the character of students who become more patient, honest, and responsible. In addition, the classroom atmosphere also becomes more conducive, and students are more easily absorbed by lessons. This activity not only

supports students' intellectual development, but also strengthens their relationship with God which plays an important role in shaping a generation of intelligent and noble character."

The explanation from the interview above shows that spiritual assistance activities and daily dhikr have a positive impact in creating a calmer, more focused, and productive learning environment (Bulgaria 2023). Spiritual mentoring activities help students understand the spiritual values that strengthen their character, such as patience, honesty, and responsibility, while daily dhikr creates inner peace that supports concentration before studying. The impact of these two activities is not only seen in a more conducive classroom atmosphere and more effective learning, but also in the formation of better student character. With these activities, students not only develop intellectually, but also spiritually, strengthening their relationship with God, thus becoming intelligent and noble individuals.

Research by (Mutmainna 2020) This shows that the introduction of spiritual activities, such as weekly halaqah, can increase students' concentration in studying, as they feel calmer and more focused after participating in these activities. This creates a more conducive learning atmosphere and increases the absorption of material by students. Therefore, spiritual learning environment innovations, such as spiritual mentoring, and daily dhikr, create a more productive and meaningful learning atmosphere by strengthening students' spiritual aspects, increasing inner peace, and supporting character building, which in turn increases students' concentration, motivation, and absorption of learning materials.

E. Conclusion

Teaching time management strategies, teaching evaluation methods based on Islamic principles, and spiritual learning environment innovations have proven to be effective in improving the quality of Islamic education holistically. Time management that follows Islamic values, such as optimizing recitation activities on blessed days such as Sunday Legi, increases students' focus and motivation. The Islamic peer review evaluation method that prioritizes deliberation and advice builds cooperation and honesty between teachers, improving the quality of teaching collectively. Innovation of the spiritual learning environment through daily mentoring and dhikr fosters calmness, noble character, and conducive classroom atmosphere, which supports effective learning. Its theoretical implications affirm the importance of integrating intellectual, spiritual, and moral aspects in Islamic education, while practically this strategy encourages the improvement of the quality of learning, the strengthening of student character, and the harmonization of teachers' work in the modern Islamic educational environment.

G. Bibliography

Aliyah, Robiatul. 2021. "The Representation of Teachers in the Novel Ghuffron by Humam S. Chudori and Its Implications for Indonesian Language and Literature Learning in Schools." Jakarta: FITK UIN Syarif Hidayatullah Jakarta.

- Arrosit, Ahmad Ma'ruf Muzaidin. 2021. "Academic Supervision of Principals in Improving Teacher Performance (Case Study at MA Ma'arif Al-Falah Ngrayun Ponorogo)." IAIN Ponorogo.
- Assyakurrohim, Dimas, Dewa Ikham, Rusdy A Sirodj, and Muhammad Win Afgani. 2023. "Case Study Methods in Qualitative Research." *Journal of Computer Science and Education* 3 (01): 1-9.
- Benny, Benny, Ngajudin Nugroho, Fauzi Akbar Maulana Hutabarat, Supriyanto Supriyanto, and Arwin Arwin. 2021. "Employee Motivation of PT Abdi Wibawa Press Medan." In *National Seminar on Information Science and Technology (SENSASI)*, 3:251-54.
- Desi, Isnaeni Ramadan. 2024. "Implementation Of Learning With A Full-Day School System In Improving Student Behavior At Ma Muhammadiyah Sukarame Bandar Lampung." Uin Raden Intan Lampung.
- Elvina, Yolanda. 2022. "Life Choices by Larissa Chou in the Context of Religious Moderation in a Content Analysis Approach." Raden Intan State Islamic University, Lampung.
- Judge, Lukman. 2020. *Integrative Islamic Education: Best Practices for the Integration of Islamic Religious Education in the Higher Education Curriculum*. Media Gestalt.
- Hasibuan, Lobimartua, Muhammad Darwis Dasopang, and Zulhammi Zulhammi. 2023. "Strategic Management of Madrasah Heads in Building Religious Culture at Madrasah Tsanawiyah Negeri in Padangsidempuan City." *Journal of Tambusai Education* 7 (2): 13524-31.
- Herlina, Lina, S Hum, and M Pd Nurlaely. 2025. *Implementation of Character Education in Schools: Creating Character Schools through Bible Reading Habits, Superiwiyata, Literacy, and Healthy Sports*. REALITY" School (Read the Bible, Supervision, Literacy, and Healthy Sports). Indonesia Emas Group.
- Lailiyah, Siti, and Agus Sulthon Imami. 2023. "Implementation of the Independent Curriculum in Islamic Boarding School Education Institutions in Improving Quality." *EDUCASIA: Journal of Education and Learning* 4 (2): 2737-46.
- Mawardini, Annisa, Yeti Inayah, Siti Selvia Nurahma, and Zayeha Azzahra. 2025. "Building a Superior Generation: Integration of Tri Satya, Dasa Dharma, Skills, Leadership and Cooperation in Scouting Education." *Mudir: Journal of Educational Management* 7 (1): 109-19.
- Mu'min, U Abdullah. 2024. "The Values of Islamic Religious Education in Islamic Spiritual Guidance Activities at Palabuhanratu Sukabumi Hospital." *Students: Journal of Islamic Religious Student Thought* 2 (2): 119-35.
- Mudzakkir, Ahmad, and Abd Rahman Sakka. 2024. "Respecting Teachers in an Islamic Perspective: The Relationship to Learning Motivation and Learning Effectiveness." *Journal of Social and Scientific Education*, 89-99.
- Mufarrihah, Khofifah Nur. 2024. "Management's Efforts In Educating Students To Live Clean And Healthy Lives At Pendowo Walisongo Pesantren Sedah Jenangan Ponorogo." IAIN Ponorogo.

- Your Excellency, Anna. 2024. "Strategies For The Development Of Religious Values In Shaping The Spiritual Intelligence Of Students At Mi Asy-Syifa Balikpapan, East Kalimantan." Sultan Agung Islamic University, Semarang.
- Musfirah, Musfirah, Muljono Damapolii, and Arifuddin Siraj. 2025. "Analysis Of The Use Of The Emis System In Improving The Effectiveness Of Education Data Management At Mts Nurfadhilah, Gowa Regency." *Undergraduate: Journal of Education and Teaching* 3 (1): 139-46.
- Muthmainnah, Muthia. 2020. "The Role Of Islamic Spiritual Extracurricular Activities (Rohis) In Increasing Students' Interest And Literacy In Reading The Qur'an At Sma Negeri 3 Palopo." Palopo State Islamic Religious Institute.
- Naibaho, Dorlan, and Surya G Pasaribu. 2025. "The Role Of The Code Of Ethics In Shaping The Professional Character Of Christian Religious Education Teachers." *Journal of Social Education and Humanities* 4 (1): 969-79.
- Nur, Efendi, and Imam Junaris. 2023. "Evaluation and Monitoring of Islamic Education Learning Management in an Effort to Improve the Quality of Education." *Refresh: Islamic Education Management* 1 (2): 48-73.
- Nurlina, Nurfadhilah, and Aliem Bahri. 2021. "Theory and Learning Learning." *Makassar: CV. Blessings of Utami*.
- Prasetya, Benny, and Kinanti Indiarti. 2025. "Reconstruction of Ethics and Morals in Contemporary Education: A Research Case Study at Permata Integrated Islamic Junior High School in Probolinggo." *Journal of Science and Technology Research* 10 (1): 101-12.
- Pulungan, Nur Muhibbah. 2023. "The Implementation of Religious Programs and Their Impact on Students' Spiritual Intelligence at State High School (SMA) 3 Panyabungan, Panyabungan District, Mandailing Natal Regency." UIN Sheikh Ali Hasan Ahmad Addary Padangsidempuan.
- Putri, Neni, Oma Aprida, Jumira Warlizasusi, Abdul Sahib, and Destriani Destriani. 2024. "The Role of Supervision in Improving the Quality of Islamic Education Management in Schools." *Scientific Magazine of Education* 4 (3): 550-63.
- SALMAN, NOLA FIBRIYANI B T E. 2023. "Education Based On The Integration Of Science And Islam Of The Muámalat Program At The Islamic College Of Muhammadiyah Singapore." Sultan Syarif Kasim State Islamic University, Riau.
- Sandri, Sahdi. 2025. "Implementation Of Teacher Performance Improvement Training At Sman 1 Melinting Lampung Tim." Uin Raden Intan Lampung.
- Setiawan, Deny, Ibrahim Bafadal, Achmad Supriyanto, and Syamsul Hadi. 2020. "Pesantren-Based Madrasas: The Potential Towards Superior Education Model Reform." *Journal of Educational Management Accountability* 8 (1): 34-43.
- Yours truly, Wildaningsih. n.d. "The Efforts of Islamic Religious Education Teachers in Shaping the Religious Character of Blind Students at SLB Negeri Depok City." JAKARTA = FITK UIN SYARIF HIDAYATULLAH JAKARTA.

- Umam, M Khotibul. 2022. "Implementation Of Principals' Leadership In Improving Teacher Performance At Mts Mamba'ul Huda Sumberurip Banyuwangi For The 2021/2022 School Year." Islamic Institute Darussalam Blokagung Banyuwangi.
- Wulandari, Syafitri. 2024. ..“.. (Add The Etehsis Publication Approval Sheet With The Original Ttd Instead Of Scanning, Re-Upload). The Application Of Sharia Philanthropy In The Activities Of The Gus Miek Moloekatan Assembly At The Al-Barokah Mangunsuman Ponorogo Islamic Boarding School." IAIN Ponorogo.
- Yusrianto, Yusrianto. 2025. "PAI Teachers' Strategy in Developing Islamic Religious Education Learning at SMAN 3 Padang City." *EduSpirit: Journal of Collaborative Education* 2 (3): 98–102.
- Hafidz, M. (2021). *Management of Values-Based Islamic Education in Madrasahs*. Jakarta: Prenadamedia.
- Latif, A. (2020). *Integration of Islamic Values in Learning*. Yogyakarta: Deepublish.
- Mulyasa, E. (2013). *Management and Leadership of the Principal*. Bandung: Remaja Rosdakarya.
- Rahman, T. (2018). "The Application of Islamic Values in the School Environment." *Journal of Islamic Education*, 6(2), 134-148.
- Zuhdi, M. (2015). *Islamic Education in the National Education System*. Jakarta: Kencana.
- Sugiyono. (2020). *Qualitative, Quantitative, and R&D Research Methods*. Bandung: Alfabeta.
- Creswell, J. W., & Poth, C. N. (2021). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (4th ed.). Sage Publications.
- Benny, M., Sunarto, & Taufik, M. (2021). *Qualitative Research Methodology: Theory and Application in Education*. Jakarta: Prenadamedia Group.
- Zuhairini, et al. (2020). *Islamic Education Management*. Jakarta: RajaGrafindo Persada.
- Mulyasa, E. (2021). *Management and Leadership of the Principal*. Bandung: Remaja Rosdakarya.
- Sauri, S., & Ma'sum, A. (2021). *Evaluation of Learning in the Perspective of Islamic Education*. Bandung: Pustaka Setia.
- Hafidhuddin, D., & Tanjung, H. (2020). *Islamic Education Management: Its Concept and Application*. Bogor: Gema insani.
- Creswell, J. W., & Poth, C. N. (2021). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (4th ed.). Sage Publications.