

IMPLEMENTATION OF CURRICULUM MANAGEMENT THROUGH A CONDUCTIVE LEARNING ENVIRONMENT

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Abstract:

Learning environment management as an important aspect in the education system has a major role in facilitating a conducive, systematic, and effective learning process. This study examines and reviews the management of the learning environment in MI Manarul Islam, Malang City. A conducive learning environment influences academic achievement, learners' motivation, and their emotional comfort. Teachers play a key role in establishing a conducive learning atmosphere by using creative learning approaches, managing the classroom effectively, and creating positive interpersonal relationships with learners. This research focuses on the aspects that have a major influence on the success of learning management, which includes the physical and non-physical aspects. In addition, this research will also review the role of teachers in creating a conducive learning environment. This research adopts a qualitative approach using the case study method. This research adopts a qualitative approach using the case study method. Researchers made direct observations in Class VI MI Manarul Islam, to observe the learning environment, facilities, and interactions that occur in it. The results of this study indicate that the management of the learning environment at MI Manarul Islam has been done well. The aspects studied include physical and non-physical aspects. Physical aspects consist of spatial layout, ventilation, lighting, organization of equipment and learning media, as well as cleanliness and tidiness. Meanwhile, non-physical aspects include learning motivation, teacher teaching style, teacher attitude, teacher communication skills, and classroom climate.

KATA KUNCI

Implementasi,
Pengelolaan,
Lingkungan belajar,
Kondusif

Abstrak:

Pengelolaan lingkungan belajar sebagai aspek penting dalam sistem pendidikan memiliki peran besar dalam memfasilitasi proses pembelajaran yang kondusif, sistematis, dan efektif. Penelitian ini bertujuan untuk mengkaji dan mengulas pengelolaan lingkungan belajar di MI Manarul Islam Kota Malang. lingkungan belajar yang kondusif berpengaruh terhadap capaian akademik, motivasi peserta didik, dan kenyamanan emosional mereka. Guru memainkan peran kunci dalam membangun suasana belajar yang kondusif dengan menggunakan pendekatan pembelajaran yang kreatif, mengelola kelas secara efektif, dan menciptakan hubungan interpersonal yang positif dengan peserta didik. Penelitian ini berfokus pada aspek-aspek yang memiliki pengaruh besar dalam keberhasilan pengelolaan belajar, yang meliputi dari aspek fisik, dan aspek non-fisik. Selain itu, pada penelitian ini juga akan mengulas tentang peran guru dalam terciptanya lingkungan belajar yang kondusif. Penelitian ini mengadopsi pendekatan kualitatif menggunakan metode studi kasus. Peneliti melakukan pengamatan langsung bertempat di Kelas VI MI Manarul Islam untuk mengamati lingkungan belajar, fasilitas, serta interaksi yang terjadi di dalamnya. Hasil penelitian ini menunjukkan bahwa

pengelolaan lingkungan belajar di MI Manarul Islam telah dilakukan dengan baik. Aspek-aspek yang dikaji meliputi aspek fisik dan non-fisik. Aspek fisik terdiri dari tata ruang, ventilasi, pencahayaan, pengorganisasian peralatan dan media pembelajaran serta kebersihan dan kerapian. Sedangkan aspek non-fisik meliputi motivasi belajar, gaya mengajar guru, sikap guru, kemampuan komunikasi guru, dan iklim kelas. Melalui penelitian ini, dapat memberikan gambaran bagi guru terkait pentingnya implementasi manajemen kurikulum melalui penciptaan lingkungan belajar yang kondusif. Karena kurikulum bukan sekedar penyampaian materi, tetapi juga tentang bagaimana menciptakan lingkungan belajar yang kondusif.

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INTRODUCTION

Management of the learning environment as an important aspect in the education system has a major influence in facilitating a conducive, systematic, and effective learning process. By creating an effective and conducive learning environment will have a direct impact on the quality of learning. Management of the learning environment itself is a structured and planned process or effort to create and maintain a physical, psychological, and social environment in the educational space to support the achievement of learning goals (Mudatsir et al., 2025).

Improving the quality of learning environment management in Indonesia is a primary focus as an effort to realize more inclusive and quality education, in line with the implementation of the independent curriculum and demands for learning that is more focused on student needs (Wahyudin et al., 2024). The learning environment, as a place for students to carry out their learning activities through a process of interaction with teachers, includes all objects that are around students, both physical and non-physical objects that have a direct influence on the implementation of learning (Mahdalena, 2022)

The conduciveness of the learning environment greatly influences the level of student learning. As explained in (Jumrawarsi & Suhaili, 2021) that the conduciveness of the learning environment is related to the quality of student learning. The creation of a conducive classroom climate keeps students away from boredom and psychological fatigue in their learning. So that students will be more enthusiastic to follow the learning. A conducive learning environment is not only a physical arrangement of space, but also includes psychological, socio-cultural, and technological applications that encourage positive relationships between teachers and students (Mudarris, 2024).

Based on (Kurniawan et al., 2023), "to get a quality education, students must have good thinking and motivation to learn, especially from the surrounding environment, which greatly influences the mindset of the students themselves". Management of the learning environment has an impact on students' learning motivation to get quality education. Therefore, management of the learning environment must receive serious attention from all parties organizing education,

starting from school leaders, teachers, and related parties, to build a conducive and enjoyable learning environment. While in the study (Habbah & Husna, 2024), It is explained that good management of the learning environment can improve student performance in the learning process. By paying attention to physical and non-physical elements, teachers can build a comfortable learning atmosphere for students and have an impact on students' enthusiasm for learning. Thus, building a conducive and effective learning environment is not limited to physical aspects. However, non-physical aspects also have a very important role.

In the research results (Havidz & Mujakiah, 2023), it is explained that a conducive learning environment affects academic achievement, student motivation, and their emotional comfort. In this case, teachers play a key role in building a conducive learning atmosphere by using creative learning approaches, managing the class effectively, and creating positive interpersonal relationships with students. In addition, creating a positive learning climate, where there is a sense of mutual respect, safety, and support between students, can also increase student involvement in their learning process. Teachers also need to commit to establishing good bonds, providing constructive feedback, and increasing student involvement through the implementation of structured learning strategies. On the other hand, a school culture that supports diversity and inclusivity also greatly supports the achievement of educational goals as a whole.

This study examines and reviews the management of the learning environment at MI Manarul Islam, Malang City. This madrasah was chosen because it has various innovations in creating a learning environment. This is stated in one of the objectives of MI Manarul Islam, namely, creating an academic atmosphere that supports building a quality and conducive atmosphere in developing and forming the organizational culture of MI Manarul Islam Malang institutions that have a personality in line with the value system and religious norms. Therefore, this study presents a study of the implementation of curriculum management through a real conducive learning environment in a religious-based school environment with its characteristics and challenges. This study focuses on aspects that have a major influence on the success of learning management, which include physical and non-physical aspects. In addition, this study will also review the role of teachers in creating a conducive learning environment and supporting the optimal development of student competencies.

RESEARCH METHODS

This study adopts a qualitative approach with a case study method. A case study is a scientific process that is carried out in depth, systematically, and intensively about a program, event, and activity, both at the individual, group, institutional, and organizational levels, to gain a better understanding of the event (Tharaba & Wahyudin, 2024; Wahananto et al., 2023). The subjects of this study include the MI Manarul Islam environment, class VI classrooms, teachers, and class VI students, totaling 20 students. The data collection techniques used were

observation, interviews, and documentation. Here, the researcher conducted direct observations in Class VI of MI Manarul Islam to observe the learning environment, facilities, and interactions that occurred in it. The resulting data were then analyzed qualitatively using the Triangulation technique to examine the quality of learning environment management at MI Manarul Islam.

RESULTS AND DISCUSSION

MI Manarul Islam aims to develop a learning, research, and community service system, as well as improve educational facilities, infrastructure, and facilities to achieve the expected quality of graduates. This madrasah also aims to create a solid and conducive academic climate, support the development, and build an institutional organizational culture of MI Manarul Islam Malang that reflects personality as well as religious values and norms. In addition, according to the Head of Madrasah Dr. Zainul Mujahid, M.Hum, "MI Manarul Islam is still relatively young, still learning to develop. However, since it began operating in 2017, this madrasah has established itself as a superior madrasah as reflected in the Vision, Mission, and Objectives that have been prepared since its inception. So, slowly but surely, MI Manarul Islam has clear and controlled targets. To achieve the status of a superior madrasah, management needs to ensure good governance in various fields such as quality assurance & HR, KBM, infrastructure and administration, ubudiyah and tahfizd, and public relations.

The real manifestation of one of the goals of MI Manarul Islam is to provide facilities and infrastructure that can provide a conducive learning environment. This can be seen in the images image 1 and image 2. A clean, neat, and beautiful madrasah environment will make students and school residents feel comfortable when they are in the madrasah environment.

Image 1. Madrasah Environment



Image 2. Madrasah Environment



Through this study, the management of the learning environment at MI Manarul Islam Malang City was studied to determine the quality of the management of a conducive learning environment that has an impact on student learning motivation and achieving learning goals. The indicators observed in this study include physical and non-physical aspects..

Physical Aspects

The physical aspects observed in this study include spatial planning, ventilation, lighting, organization of equipment and learning media, and cleanliness and tidiness. The first physical aspect. Based on direct observations conducted in class VI, MI Manarul Islam, Malang City, the teacher has arranged the classroom very well, by arranging the seats in a U-shaped model that is adjusted to the learning material at that time, namely the Indonesian language lesson on debate material. The arrangement of this U model is expected to build a conducive and enjoyable learning climate for students. The arrangement with the U model is intended to facilitate students in learning through group discussions and increase active student involvement in the learning process. In line with this, the appropriate classroom arrangement has an impact on the level of student involvement in the learning process. And the use of this U model is one of the appropriate models for learning with group discussion methods.

Image 3. Bench Layout



The second physical aspect is the availability of ventilation and lighting. According to (Pajria et al., 2025), the existence of good ventilation in the classroom has an important impact on circulating fresh air, reducing the spread of disease, and improving student concentration and health. In addition, adequate lighting also has an impact on the student learning process by increasing observability and providing comfort for the eyes. Thus, schools must provide maximum ventilation and lighting in the classroom.

According to (Sukmayanti & Aliyyah, 2023) also explained that the availability of ventilation and lighting in the classroom is an important aspect to build a conducive atmosphere and support effective learning and teaching processes. Based on the results of observations at MI Manarul Islam, the quality of ventilation and lighting in the classroom is very good, where there is wide ventilation and lots of lighting in each classroom. This makes students more comfortable in carrying out learning, so that the learning climate becomes conducive.

Image 4. Ventilation



Image 5. Lighting



The third physical aspect is the organization of learning equipment and media. According to (Nurlatifah et al., 2024), organizing the layout of the classroom and equipment, and learning media is also a must to create an effective and enjoyable learning atmosphere. Among the main principles that need to be considered in this organization are visibility, accessibility, flexibility, and beauty. Visibility refers to the arrangement of goods and equipment in the classroom so as not to block the view of students. Flexibility also refers to ease, where goods and equipment in the classroom must be easy to move and grouped according to the type of learning activity being carried out. Beauty refers to the arrangement of an attractive classroom with decorations such as educational posters and student artwork. Thus, good decoration and a combination of bright colors can improve the mood of students (Jatiyasa et al., 2024).

Based on the observation results, it can be seen that the organization of learning equipment and media at MI Manarul Islam is also good. In each class, there are posters of student artwork and educational posters. In addition, MI Manarul Islam also has other supporting equipment such as LCD projectors, printers, several fans, cupboards, props, first aid kits, drinking water dispensers, and reading corners. The organization of the equipment is placed very well so that students feel comfortable participating in learning.

Image 6. Organizing Equipment



Image 7. Organizing Equipment



The fourth physical aspect is cleanliness and tidiness; in this case, the cleanliness and tidiness of the school becomes a very important thing, even the cleanliness of the school becomes a national concern, because with a clean learning environment, it can also motivate students to be enthusiastic about learning. In addition, a clean and tidy environment also provides a sense of comfort to students and has an impact on their learning outcomes (Harahap, 2018). In line with this opinion (Bukhori et al., 2025) also stated that cleanliness and tidiness of the learning environment can also increase students' concentration in learning. Thus, cleanliness greatly influences students' focus on learning.

Based on the results of observations and interviews, the quality of cleanliness and tidiness of the learning environment at MI Manarul Islam is very good. This is inseparable from the character education of caring for the environment, which is always emphasized in the madrasah. This is known from the behavior of students who always maintain the cleanliness and tidiness of the classroom by throwing trash in its place. Teachers also remind their students to always maintain a clean lifestyle. In addition to these habits, MI Manarul Islam is also supported by the availability of trash bins in every classroom and corner of the school. MI Manarul Islam also provides shoe racks for teachers and students.

Image 8. Cleanliness



Image 9. Neatness



Non-Physical Aspects

The non-physical aspects observed in this study include the provision of learning motivation by teachers, teacher teaching style, teacher attitude, teacher communication, and classroom climate. These non-physical aspects are interrelated. Providing learning motivation to students is a mandatory activity in learning activities. According to (Budi et al., 2024), in addition to being tasked with conveying knowledge, teachers also have the task of increasing students' learning motivation. This is because each student has a different enthusiasm for learning, thus, teachers must always provide learning motivation to their students so that they can receive learning optimally.

Based on the results of the interview with the class VI teacher of MI Manarul Islam, it was explained that, "teachers always motivate students. Motivating students to learn can be done at the beginning before starting learning until near the end of learning". This is also explained in (Mumtazatur Rohmah et al., 2024). Teachers can increase students' learning motivation and participation by utilizing varied learning, such as providing apperception, using varied and interactive models, methods, and approaches. In addition, teacher strategies can also provide advice and motivation at the beginning of learning and conduct icebreakers that are appropriate to the level of student development.

On the other hand, the teacher's teaching style also has an impact on students' learning motivation. From this, teachers must be able to master various learning approaches that support student development. Teachers have a role as figures who inspire the class. From this, teachers must be able to master various teaching styles that vary because each student has a different learning style. Students can learn visually, auditorily, or kinesthetically. Through mastery of various teaching styles, teachers can reach the various learning styles of students. This can certainly increase student participation and motivate them to continue learning (Arifuddin et al., 2024).

According to (Ariyanti & Anwar, 2024), in building a comfortable and conducive learning environment, teachers must at least be able to act and act as facilitators, mediators, informants, inspirators, and initiators. As a facilitator, teachers must be able to prepare a learning environment that makes learning easy. As mediators, teachers act as intermediaries in learning activities, therefore, teachers must master extensive knowledge. As informants, teachers must be able to provide quality and factual information because misinformation can be detrimental to students. As inspirators, teachers are expected to be able to inspire the progress of student achievement. And as initiators, teachers must be able to be drivers of progress in teaching and education.

Another important non-physical aspect is the teacher's communication method in delivering learning. This communication method is verbal and non-verbal. Verbal communication is related to the teacher's ability to speak, listen, write, and read, which has an impact on the atmosphere in learning. In delivering material, teachers must be able to master voice intonation well, namely, teachers must understand when to use a loud voice and a soft voice. In terms of non-verbal communication, teachers must be able to master it, because this non-verbal communication also has an impact on students' learning motivation. Among the non-verbal communications that teachers must master are body movements and eye contact made with students (Safitri & Ain, 2024).

From the non-physical aspects above, if all these aspects can run well, it will also affect the creation of a comfortable classroom atmosphere. So that students can follow their learning activities comfortably, which has an impact on increasing student learning achievements. As the results of the study (Hidayah et al., 2024)

state that a conducive school climate has a large positive impact on student learning outcomes.

Based on the results of direct observations carried out during lessons in Class VI, MI Manarul Islam, it can be seen that the non-physical aspects of managing the learning environment at the Madrasah, based on the explanation above, have been running well. In terms of providing learning motivation, when starting learning activities, teachers motivate students to be enthusiastic about learning. Teachers also provide perceptions about the material to be learned. Teachers also reinforce the lessons that have been taught before the end of the learning session. In addition, in between learning activities, teachers also provide icebreakers so that students do not experience boredom.

In terms of teaching style, the sixth-grade teacher at MI Manarul Islam has also mastered various approaches and learning methods. This is known when the teacher teaches the Indonesian language learning with debate material. In the teaching process, the teacher uses various methods such as lecture methods, group discussions, questions and answers, simulations, and problem-based learning. In addition, in terms of teacher attitudes, based on observation results, it can also be seen that the teacher can apply attitudes and act as a facilitator, mediator, informant, inspirator, and initiator when teaching Indonesian language learning with debate material.

In terms of communication, grade VI teachers at MI Manarul Islam can also communicate well both verbally and non-verbally. Verbal communication skills can be seen through the way teachers speak when delivering material. Teachers also use clear intonation so that the material is easy for students to understand. Teachers are also good listeners when students express their opinions, so they can provide good feedback to their students. Meanwhile, in terms of non-verbal communication, grade VI teachers at MI Manarul Islam have also implemented it well. This can be seen when, in learning, teachers use body language and eye contact to emphasize the material being taught.

Image 10. Learning Atmosphere



Image 11. Learning Atmosphere



CONCLUSION

Management of the learning environment as an important aspect in the education system has a major impact on facilitating conducive, systematic, and effective learning activities. By creating an effective and conducive learning

environment it will have a direct impact on the quality of learning. By paying attention to physical and non-physical elements, teachers can build a comfortable learning environment for students and have an impact on student learning motivation. Through this study, it can be seen that the management of the learning environment at MI Manarul Islam has been running well and is conducive. The management of the environment refers to physical or non-physical aspects. From the physical aspect, which includes spatial planning, ventilation, lighting, organization of equipment and learning media, as well as cleanliness and tidiness. From the non-physical aspect related to learning motivation, teacher teaching style, teacher attitude, teacher communication skills, to class climate. These physical and non-physical aspects have been well managed so that they can create conducive learning activities that affect student learning outcomes. This refers to one of the objectives of MI Manarul Islam, namely creating an academic atmosphere that supports building a quality and conducive atmosphere in building and forming an institutional organizational culture of MI Manarul Islam Malang, which has a personality that is in line with religious values and norms. This study provides an overview for teachers regarding the importance of implementing curriculum management through the creation of a conducive learning environment. In this case, teachers can understand that curriculum implementation is not only about delivering material, but also about how to create a conducive classroom atmosphere so that students can be motivated in their learning and actively involved in learning activities. Considering that class VI is a high class in elementary education, further researchers are expected to explore the implementation of curriculum management through the learning environment in lower classes (I-III) to find out the differences and challenges.

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