

BENCHMARKING

JURNAL MANAJEMEN PENDIDIKAN ISLAM

LEARNING MANAGEMENT AT SMP ASSALAM ISLAMIC SCHOOL JEUNIEB, BIREUEN REGENCY

Sardiati¹, Iis Marsithah², Iskandar³

Universitas Al-Muslim Bireuen Aceh, Indonesia^{1,2,3}

Email: sardiati85@gmail.com¹, iismarsithah@umuslim.ac.id²,
iskandaridris@umuslim.ac.id

Abstract

Received: 15-07-2025
Revised: 25-08-2025
Accepted: 15-10-2025

This study aims to describe the management of learning at SMP Assalam Islamic School Jeunieb using the POAC approach (Planning, Organizing, Actuating, Controlling). The research employed a descriptive qualitative method, with data collected through interviews, observation, and documentation. The research subjects included the principal, vice principal for curriculum, and teachers. The results showed that in the planning stage, the school designed the learning process collaboratively and integratively between the national curriculum and the Islamic curriculum based on the dayah system. The principal, vice principal, and teachers were involved in developing integrative lesson plans (RPP), adjusting the morning tahfiz schedule, and identifying the necessary teaching components. In the organizing stage, the school established a clear organizational structure, assigned tasks according to teacher competencies, and ensured regular coordination. The management of learning facilities and infrastructure was carried out systematically and carefully by the education staff. The implementation stage combined modern and traditional methods such as lectures, discussions, sorogan, bandongan, and memorization. Teachers actively integrated general subject content with Islamic values to create meaningful and religious learning experiences. The supervision stage was carried out hierarchically, both internally by the principal and vice principal, and externally by supervisors from the education office and the dayah institution. Supervision included classroom observations, evaluation of teaching documents, and assessments of students' academic and spiritual development. The findings indicate that the POAC approach can be effectively applied to manage integrated learning that combines two curricula. The study also resulted in a model of integrative learning management based on Islamic values in the context of Islamic boarding schools.

Keywords: Learning Management, POAC, National Curriculum, Islamic Curriculum, Islamic Boarding School

(*) Corresponding Author: Sardiati/ sardiati85@gmail.com

INTRODUCTION

Education in Indonesia does not only emphasize academic achievement but also focuses on character development of students as part of the national education goals. This is in line with the mandate of Law Number 20 of 2003 on the National Education System, which states that education aims to develop the potential of students to become human beings who are faithful, pious, noble in character, healthy, knowledgeable, capable, creative, independent, and democratic and responsible citizens (National Education System Law No. 20 of 2003, Article 3).

Education is a right of every citizen and a responsibility of the state, as stated in the 1945 Constitution, Article 31 paragraph (1): "Every citizen has the right to education." Paragraph (3) further states that "The government shall endeavor and organize a national education system that enhances faith, piety, and noble character in the context of educating the nation's life." This constitutional mandate underscores the importance of a balanced national education system that integrates academic achievement with the formation of religious character. Therefore, in the context of boarding-based schools, effective learning management becomes a fundamental foundation for holistic education.

According to data from the Ministry of Education and Culture (Kemendikbud), there are more than 4,000 boarding-based schools in Indonesia, both publicly and privately managed. In the province of Aceh, the boarding education model has rapidly developed following the implementation of the 2013 Curriculum, which emphasizes character education rooted in culture and religion. This indicates that boarding schools are considered an effective alternative for integrating the reinforcement of students' religious and academic character holistically (Kemendikbud, 2020: 15).

In facing the challenges of globalization and rapid change, educational institutions are expected to produce graduates who are not only intellectually superior but also spiritually and morally strong (Mulyasa, 2004: 24). One educational model that combines these two aspects is the boarding school, which integrates the National Curriculum with Islamic religious curriculum. This model aims to produce students with both academic excellence and strong religious character (Isro & Huda, 2021: 67).

However, integrating the two curricula poses certain challenges, particularly in learning management. These challenges include a heavy learning load, limited teaching time, and a shortage of teachers proficient in both curricula (Fatmawati, 2019: 45). Many teachers struggle to design integrated lesson plans that equally cover academic and religious aspects. In some cases, schedule synchronization often overlaps, resulting in ineffective learning.

These issues are also present at SMP Assalam Islamic School Jeunieb, Bireuen District. Based on preliminary observations and interviews with the principal and several teachers, several problems were identified, including unstructured lesson planning, teacher organization not based on competency, and unsynchronized implementation of national and religious curricula. Teachers stated, "We often struggle to prepare integrated lesson plans because of the demands of two different curricula, while our time and energy are limited." Furthermore, supervision of learning implementation is still conducted informally and does not use standardized evaluation instruments.

Bireuen District, one of the districts in Aceh Province, is known for its rapidly developing Islamic educational institutions, including dayah (Islamic boarding schools), madrasahs, and boarding-based schools. The integration of the national and religious curricula is a hallmark of education in Aceh; however, implementation challenges remain. According to the regional education evaluation (Disdik Aceh, 2022), one of the main challenges is the lack of integrated planning and the suboptimal role of teachers in integrating the two curricula. This highlights the urgency of conducting research on learning management in schools like SMP Assalam Islamic School Jeunieb.

These problems indicate a weakness in overall learning management. If not properly addressed, the quality of education will continue to decline in both academic and character aspects. Therefore, an effective learning management strategy is needed, one of which is the application of educational management principles through the POAC approach (Planning, Organizing, Actuating, and Controlling).

The POAC approach is a management framework comprising four main functions: planning, organizing, actuating (implementation), and controlling (supervision). This approach, first introduced by George R. Terry, has been widely used in managerial

practices, including in education (Terry, 2006: 5). Using this approach, every aspect of learning can be analyzed systematically and strategically, leading to more focused and measurable learning management.

The POAC approach aims to increase the effectiveness and efficiency of learning programs. Handoko (2003: 8) explains that POAC management functions help organizations in planning, organizing resources, directing implementation, and monitoring achievements. Thus, applying POAC in the context of learning management in boarding schools can be a strategic solution to overcome various obstacles in implementing dual curricula.

Table 1. Previous Studies and Research Orientation

NO	RESEARCHER, TITLE, AND YEAR	SIMILARITIES	DIFFERENCES
1	Ahmad Isro & Nurul Huda, Learning Management Based on Boarding School (A Multi-case Study at SMP Plus Al Ishlah Prambontergayang Soko Tuban and SMP Plus Matholi'ul Anwar Maibit Rengel Tuban) (2021)	Focuses on learning management in boarding schools and uses a qualitative approach	This study emphasizes planning, implementation, and evaluation, while my research focuses on planning, organizing, implementing, and evaluating (POAC)
2	Eva Fatmawati, Learning Management of Qur'an Memorization (Tahfidz) (2019)	Focuses on learning management in Islamic boarding schools	This study focuses on tahfidz management, while my research addresses overall learning management (POAC)
3	Muhammad Izzudin et al., Boarding School Management to Improve Learning Quality at SMP Nurul Hidayah Ketanggungan Brebes (2021)	Focuses on learning management in boarding schools and uses a qualitative approach	This study uses planning, organizing, actuating, and implementing, while mine focuses on planning, organizing, implementing, and evaluating (POAC)

Several previous studies have addressed learning management in boarding-based schools. Ahmad Isro and Nurul Huda (2021), in their study titled *“Learning Management Based on Boarding School”*, examined two boarding-based junior high schools. Their research emphasized three learning management aspects: planning, implementation, and evaluation. The findings highlight the importance of synergy between principals and teachers in devising strategies suitable for boarding school needs. However, the approach does not specifically reference the POAC theory, and the management functions were not comprehensively analyzed according to its stages (Isro & Huda, 2021: 72–74).

Meanwhile, Eva Fatmawati (2019), in her research titled *“Learning Management of Tahfidz Al-Qur'an”*, focused more on the management of tahfidz learning in Islamic boarding environments. Although this study mentions the importance of planning and implementation, it is limited to one learning type (tahfidz) and does not explore the integration of general and religious curricula comprehensively. Furthermore, it does not explicitly apply the POAC approach (Fatmawati, 2019: 51).

Furthermore, Muhammad Izzudin et al. (2021), in their study titled *“Boarding School Management to Improve Learning Quality at SMP Nurul Hidayah Ketanggungan Brebes”*, explored efforts to improve education quality through boarding school management. Although this study adopts a structure close to POAC (planning, organizing,

actuating, and implementing), it does not explicitly elaborate on all four management functions within the context of dual curriculum learning (Izzudin, 2021: 38).

Based on the review of these three studies, it is evident that none have specifically examined learning management using the full POAC approach in the context of boarding-based schools, particularly those integrating the National Curriculum and Islamic religious education. Previous studies largely focused on implementation or evaluation aspects but did not systematically and thoroughly analyze managerial functions as outlined in the POAC framework. Therefore, this research holds a significant position in filling the gap in the literature and contributes both theoretically and practically to learning management in boarding schools (Sugiyono, 2017: 37).

Although learning management in boarding schools has been widely studied, few have specifically applied the POAC approach in the context of integrating the National and Islamic religious curricula at the junior high school level. Thus, this study is expected to fill that gap and offer both theoretical and practical contributions to the development of learning management in boarding-based schools.

RESEARCH METHOD

This research uses a qualitative approach with a single case study type. This research was conducted at SMP Assalam Islamic School Jeunieb, located in Jeunieb District, Bireuen Regency, Aceh Province. This research was conducted in the even semester of the 2024/2025 academic year, namely from April to July 2025. The informants included: the principal, vice principal for curriculum, general and religious subject teachers, educational staff (administrative staff, head of the library, etc.), school supervisors, and students. The data collection techniques used were as follows: In-Depth Interviews, Direct Observation, and Documentation Studies. Researchers used an interactive analysis model from Miles and Huberman (in Sugiyono, 2015: 246) which consists of three main stages, namely: data reduction, data presentation, and drawing conclusions and verification.

RESEARCH RESULTS AND DISCUSSION

Research Results

Learning Planning (Planning)

Based on the results of interviews, observations, and documentation, it was found that learning planning at SMP Assalam Islamic School Jeunieb is carried out collaboratively and systematically. This planning aims to integrate the national curriculum issued by the Ministry of Education with an Islamic curriculum based on the *dayah* (traditional Islamic boarding school) system. The goal is to achieve a balanced education between intellectual and spiritual aspects, in line with the school's vision as a modern *pesantren*-based institution.

The principal acts as the main person in charge of planning, while the technical implementation in the field is handled by the vice principal for curriculum affairs. The school's annual work meeting held before the new academic year becomes the initial forum for formulating general learning policies, including strategies for integrating the two curricula. In an interview on May 3, 2025, the principal stated: "We don't just adopt the national curriculum; we combine it with Islamic values from the *dayah* so our students receive both worldly and spiritual education."

The planning stages begin with curriculum analysis. The curriculum team reviews the core competencies of the Merdeka Curriculum and aligns them with instructional content from classical Islamic books such as Fathul Qarib, Tijan Daruri, and Safinah. The syllabus and lesson plans (RPP) are prepared in internal teacher working group (MGMP) forums held biweekly. The vice principal explained: “We ask teachers to develop lesson plans with integrative themes. For example, science lessons are linked to Qur’anic verses about the creation of the universe.”

Observations on May 5, 2025, showed that teachers from various subjects discussed in MGMP forums to find Qur’anic verses or Hadiths relevant to their teaching materials. Lesson plan documents include a specific column for Islamic and spiritual values. The researcher also found a jointly developed curriculum integration plan document by the curriculum team and teachers.

Teachers’ involvement in planning is considered high. Teachers are given the freedom to design teaching tools suited to their teaching style and student needs. In an interview on May 6, 2025, a teacher said: “We are given space to be creative, as long as we include Islamic values in the learning process.”

Coordination is carried out through meetings, informal discussions, and internal MGMP sessions. In terms of scheduling, the tahfiz program is conducted daily from 7:00 to 7:30 AM, followed by general lessons until 10:30 AM, then congregational Dhuha prayer. At 11:00 AM, students take a rest (nap) until Dhuhr prayer. Other Islamic subjects such as fiqh and tawhid are held in the afternoon. The administrative staff stated: “Our schedule is designed based on the needs of both curricula.”

However, the planning process also faces challenges, such as limited teacher training on curriculum integration, limited MGMP time, and the absence of standard guidelines for developing integrative lesson plans. This was conveyed by the vice principal in an interview on May 4, 2025.

Overall, the learning planning at SMP Assalam Islamic School Jeunieb demonstrates a strong commitment to harmoniously integrating the two curricula. Planning is carried out systematically with the involvement of all school elements, including the principal, vice principal, teachers, and educational staff.

Learning Organization (Organizing)

Based on the findings from interviews, observations, and documentation, the learning organization at SMP Assalam Islamic School Jeunieb is carried out in a systematic and structured manner to support the implementation of both the national and the Islamic curricula based on the dayah system. This organization covers the aspects of organizational structure, task distribution, teacher placement, interdepartmental coordination, and management of teaching facilities and infrastructure.

The school’s organizational structure is designed to support synergy between general and religious education. The principal explained: “We formed a curriculum team involving both general and religious teachers to ensure the integration is not just formal but truly implemented in the classroom.” (Interview, May 6, 2025)

According to the organizational structure document obtained by the researcher, the school has a special curriculum unit under the direct coordination of the principal. The

division of functions and responsibilities is stated in the Decree on Task Distribution, which is updated every semester. This aligns with George R. Terry's (2006) view that organizing is the process of arranging and grouping tasks to create effective work relationships.

Task distribution is based on academic competence and teaching experience. The vice principal said: "We try to assign teachers according to their educational backgrounds to ensure optimal delivery of lessons." (Interview, May 8, 2025)

General subject teachers, such as for science, social studies, and Bahasa Indonesia, are graduates of general universities, while religious teachers are dayah alumni or graduates of Islamic universities. Task assignment documents confirm this, detailing subjects and teaching hours per teacher.

Coordination between units is carried out regularly. Weekly meetings are held involving the principal, vice principal, teachers, and administrative staff. There is also informal coordination in the teachers' lounge that encourages spontaneous discussions on teaching content. During observation on May 10, 2025, the researcher recorded a material integration discussion between social studies and Aqidah Akhlaq teachers.

Meeting minutes from May 3 and 7, 2025, show that the school actively evaluates lesson schedules, teacher distribution, and learning outcomes. According to Mulyasa (2013), good coordination is key to successful educational organization.

Facility and infrastructure management is handled by educational staff (TU) responsible for distributing teaching aids. One staff member stated: "Teachers usually submit requests for teaching aids such as projectors, markers, or other media. They fill out a form or inform us directly. We check the inventory and forward it to the principal for follow-up." (Interview, May 11, 2025)

The researcher found supporting documents such as media availability lists and monthly usage reports compiled by staff. These documents are stored in inventory folders and digital files, reflecting a well-organized archiving system. According to Suryosubroto (2009:88), well-planned and managed learning facilities enhance classroom learning effectiveness.

Despite the well-implemented organization, the school faces challenges, including limited classroom space, insufficient number of religious teachers, and some teachers handling multiple subjects. A science teacher stated: "I teach two subjects because there's no new tahfiz teacher yet." (Interview, May 14, 2025)

These issues are being addressed through new teacher recruitment and rescheduling. The principal stated that one of the future development programs is to open permanent teaching positions for additional religious subjects.

With a systematic organization, the school is able to implement both curricula harmoniously. Clear role distribution, teacher placement based on competence, intensive coordination, and orderly facility management are the school's strengths in implementing POAC-based learning management in the organizing aspect.

Learning Implementation (Actuating)

Learning implementation at SMP Assalam Islamic School Jeunieb is conducted within the context of integrating the national and Islamic curricula based on the dayah system. Based on interviews, observations, and documentation, the school designs teaching

and learning activities using an integrated approach in terms of time, methods, and materials. The main goal is to form intellectually smart and spiritually strong students.

Learning activities begin daily at 07:00 AM with a tahfizul Qur'an program. For the first 30 minutes, students engage in Qur'an memorization with their teacher in a classical method. General subjects begin at 07:30 AM and end at 12:00 PM under the national curriculum. Religious subjects such as fiqh, tawhid, Aqidah Akhlaq, and classical texts are conducted in the afternoon. The principal stated: "We do not want a dichotomy between general and religious subjects. Everything must run harmoniously." (Interview, May 15, 2025)

Observation results showed that teachers link general materials to Islamic values. For example, the science teacher related the respiratory system to Qur'anic verses on the creation of humans, while the social studies teacher linked leadership topics to stories of the Prophet's companions. A teacher noted: "We try to present material thematically, combining knowledge and Islamic values." (Interview, May 14, 2025)

In general subjects, teachers use various methods such as lectures, discussions, Q&A, presentations, and learning media like slides, videos, and teaching aids. Lesson plans indicate the integration of spiritual values in each learning phase, such as beginning lessons with prayers and strengthening Islamic character.

For religious subjects, the school adopts traditional pesantren methods like Talaqqi, sorogan, bandongan, and memorization. Talaqqi involves students directly listening to and repeating the teacher's reading or explanation. Sorogan is one-on-one, where students present their reading to the teacher for correction. Bandongan is a classical class method where the teacher reads and explains a book, and students listen and take notes. Memorization is mainly used for Qur'an and daily prayers. These methods help deepen students' mastery of Islamic material.

A math teacher explained that every class begins with strengthening intentions, morals, and Islamic values: "We are required to start lessons with Islamic values. So it's not just about formulas, but also about instilling character." (Interview, May 14, 2025)

During an observation on May 15, 2025, the researcher noted that students were able to connect lesson content with spiritual values. In Q&A sessions, some students cited relevant verses or hadiths, indicating successful integration.

However, implementation also faces challenges. Some teachers struggle to consistently apply thematic learning, especially in planning cross-subject lessons and embedding thematic values in daily learning. Limited instructional time and the lack of digital learning media in some classrooms are also issues. The vice principal stated: "We keep encouraging teachers to be consistent in integration, but some are still adapting." (Interview, May 15, 2025)

In general, the learning implementation at the school has succeeded in integrating the two curricula in a balanced manner. The combination of modern and traditional methods, along with an emphasis on Islamic values, is the school's strength in implementing POAC-based learning management in the actuating aspect.

Learning Supervision (Controlling)

Learning supervision at SMP Assalam Islamic School Jeunieb is a vital part of POAC-based management, particularly the controlling function. Supervision is carried out systematically and hierarchically, involving the principal, vice principal of curriculum, educational staff, and external supervisors from the education office and dayah authorities. The purpose is to ensure the learning process follows the plan, integrates both curricula harmoniously, and maintains student learning quality.

Internally, the principal conducts academic supervision by directly visiting classrooms, both on a scheduled and incidental basis, and by reviewing instructional documents. The principal stated: “We observe classes at least every two months. Our goal is not just to assess teachers but to assist them in ensuring the lessons align with Islamic values and the established curriculum.” (Interview, May 16, 2025)

Supervision uses instruments that assess teaching methods, media usage, student engagement, learning evaluation, and integration of Islamic values. Observation on May 17, 2025, showed that the principal praised teachers who actively included verses and Hadiths in general subjects and provided suggestions to those less optimal in contextual Islamic teaching.

The vice principal is responsible for administrative and pedagogical supervision. They review lesson plans, teaching journals, class agendas, and student assessment records. The vice principal stated: “We review all teacher documents monthly. Lesson plans must clearly reflect Islamic content. If not, we provide guidance and ask for revisions.” (Interview, May 17, 2025)

Besides document supervision, the vice principal facilitates learning reflection through teacher meetings and internal MGMP forums. Documentation shows evaluation notes on teacher journals and student attendance lists, which help monitor consistency in implementing integrative learning.

External supervision is conducted by madrasah supervisors from the education office and dayah supervisors. Madrasah supervisors evaluate administrative and national curriculum implementation. In an interview on May 20, 2025, a supervisor said: “We evaluate curriculum implementation and learning. This school performs well in combining the national curriculum with the dayah curriculum.”

Dayah supervisors focus more on tahfiz, classical Islamic texts, and student behavior. These monitoring results are documented in semester reports that include recommendations for improving memorization, worship discipline, and reinforcing pesantren values in the school.

Student learning outcomes are monitored through academic and religious examinations, including midterm exams, final exams, tahfiz tests, kitab exams, and assessments of character and worship. An Arabic teacher explained: “Students’ grades are not only from tests or assignments, but also from memorization, Dhuha prayers, and daily behavior.” (Interview, May 19, 2025)

The researcher found affective assessment rubrics covering indicators such as honesty, discipline, responsibility, and religious participation. Monitoring of attitudes is done by homeroom teachers, subject teachers, and religious mentors.

Despite the comprehensive design, supervision still faces challenges. The principal mentioned limited time as the main constraint, as there are many classes to supervise and

school activities are intense. “We want to supervise all teachers equally, but sometimes we’re hindered by other activities or sudden meetings.” (Interview, May 16, 2025)

Additionally, not all teachers are receptive to feedback, especially new teachers unfamiliar with reflective supervision. However, the school strives to frame supervision as a supportive process rather than merely evaluative.

Overall, the learning supervision system at SMP Assalam Islamic School Jeunieb is tiered and collaborative. The controlling function in management is realized through active involvement of all parties, both internal and external. Supervision not only monitors technical implementation but also mentors teachers to deliver holistic instruction integrating academic and Islamic spiritual values.

CONCLUSION

Based on the research findings on learning management at SMP Assalam Islamic School Jeunieb, which was analyzed through the POAC approach (Planning, Organizing, Actuating, Controlling), the following conclusions can be drawn:

1. Learning planning is carried out collaboratively and integrates the national curriculum with the Islamic curriculum based on the *dayah* system. The planning process involves the principal, vice principal for curriculum, and teachers in the development of integrative lesson plans (RPP), adjustment of the morning *tahfiz* schedule, and identification of instructional material needs.
2. Learning organization is implemented through a clear organizational structure, task assignments based on teacher competence, and regular coordination among departments. The management of facilities and infrastructure is conducted systematically and in an organized manner by educational staff to support the effectiveness of the learning process.
3. Learning implementation combines both modern and traditional teaching methods such as lectures, discussions, *sorogan*, *bandongan*, and memorization. Teachers actively relate general subject content to Islamic values to create meaningful and religiously oriented learning experiences.
4. Learning supervision is conducted in a tiered manner, both internally by the principal and vice principal, and externally by supervisors from the education office and *dayah* representatives. Supervision includes classroom observation, evaluation of teaching documents, and assessments of students’ academic and spiritual development.

Learning management at SMP Assalam Islamic School Jeunieb demonstrates a systematic and integrative implementation in accordance with POAC principles, and thus can serve as a model for Islamic value-based learning management that is both contextual and relevant.

REFERENCES

- Arifin, M. (2003). *Filsafat Pendidikan Islam*. Jakarta: Bumi Aksara.
- Bertalanffy, L. von. (1968). *General System Theory: Foundations, Development, Applications*. New York: George Braziller.
- Creswell, John W. (2015). *Qualitative Inquiry & Research Design: Choosing Among Five Approaches*. California: Sage Publications.

- Depdiknas. (2003). Undang-Undang Sistem Pendidikan Nasional No. 20 Tahun 2003. Jakarta: Depdiknas.
- Fatmawati, E. (2019). Manajemen Pembelajaran Tahfidz Al-Qur'an. Yogyakarta: Deepublish.
- Fayol, H. (1949). General and Industrial Management. London: Pitman.
- Fogarty, R. (1991). The Mindful School: How to Integrate the Curricula. Palatine, IL: IRI/Skylight Publishing.
- Handoko, T. Hani. (2003). Manajemen. Yogyakarta: BPFE Yogyakarta.
- Hasibuan, M. (2016). Manajemen Sumber Daya Manusia. Jakarta: Bumi Aksara.
- Hidayat, A. (2020). Strategi Pembelajaran Pendidikan Agama Islam di Sekolah. Yogyakarta: Deepublish.
- Hidayat, T. (2020). Strategi Implementasi Kurikulum Terpadu dalam Pendidikan Islam. Bandung: Remaja Rosdakarya.
- Isro, Ahmad & Huda, Nurul. (2021). Manajemen Pembelajaran Berbasis Boarding School (Studi Multi Kasus SMP Plus Al Ishlah Prambontergayang Soko Tuban dan SMP Plus Matholi'ul Anwar Maibit Rengel Tuban). Surabaya: CV Revka Petra Media.
- Izzudin, Muhammad dkk. (2021). Manajemen Boarding School dalam Upaya Meningkatkan Kualitas Pembelajaran di SMP Nurul Hidayah Ketanggungan Brebes. Jurnal Administrasi Pendidikan.
- Kementerian Pendidikan dan Kebudayaan. (2016). Panduan Implementasi Kurikulum 2013. Jakarta: Kemendikbud.
- Kementerian Pendidikan dan Kebudayaan. (2016). Permendikbud No. 24 Tahun 2016 tentang Kompetensi Inti dan Kompetensi Dasar. Jakarta: Kemendikbud.
- Kementerian Pendidikan dan Kebudayaan. (2020). Laporan Kinerja Pendidikan Menengah Berasrama. Jakarta: Kemendikbud.
- Moleong, Lexy J. (2013). Metodologi Penelitian Kualitatif. Bandung: Remaja Rosdakarya.
- Muhaimin. (2009). Pengembangan Kurikulum Pendidikan Agama Islam di Sekolah, Madrasah, dan Perguruan Tinggi. Jakarta: RajaGrafindo Persada.
- Mulyasa (2013). Manajemen dan Kepemimpinan Kepala Sekolah – Guru perlu dilibatkan aktif dalam perencanaan.
- Mulyasa, E. (2004). Manajemen Berbasis Sekolah. Bandung: Remaja Rosdakarya.
- Nasution, S. (2003). Metode Penelitian Kualitatif. Jakarta: Bumi Aksara.
- Permendikbud. (2016). Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 24 Tahun 2016 tentang Kompetensi Inti dan Kompetensi Dasar Pelajaran pada Kurikulum 2013. Jakarta: Kemendikbud.
- Robbins, S.P., & Coulter, M. (2010). Management. Jakarta: Erlangga.
- Sagala, S. (2013). Manajemen strategik dalam peningkatan mutu pendidikan. Bandung: Alfabeta.
- Sagala, S. (2013). Manajemen strategik dalam peningkatan mutu pendidikan. Bandung: Alfabeta.
- Sagala, S. (2010). Manajemen Strategik dalam Peningkatan Mutu Pendidikan. Bandung: Alfabeta.
- Sagala, Syaiful. (2009). Manajemen Strategik dalam Peningkatan Mutu Pendidikan. Bandung: Alfabeta.
- Sagala, Syaiful. (2010). Konsep dan Makna Pembelajaran. Bandung: Alfabeta.
- Sahertian, P. (2010). Konsep Dasar dan Teknik Supervisi Pendidikan. Jakarta: Rineka Cipta.
- Stoner, J.A.F. (1994). Management. Jakarta: Prenhallindo.
- Sugiyono. (2015). Metode Penelitian Kualitatif, Kuantitatif, dan R&D. Bandung: Alfabeta.
- Sugiyono. (2017). Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta.
- Suryosubroto, B. (2009). Proses belajar mengajar di sekolah. Jakarta: PT Rineka Cipta.

- Terry, George R. (2006). Prinsip-prinsip Manajemen (edisi terjemahan). Jakarta: Bumi Aksara.
- Undang-Undang Dasar Negara Republik Indonesia Tahun 1945.
- Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional. Lembaran Negara Republik Indonesia Tahun 2003 Nomor 78.
- Uno, H.B. (2011). Model Pembelajaran: Menciptakan Proses Belajar Mengajar yang Kreatif dan Efektif. Jakarta: Bumi Aksara.
- Wahab, A. (2008). Analisis Kebijakan Publik: Teori dan Aplikasi. Jakarta: Bumi Aksara.
- Wahab, S.A. (2008). Analisis Kebijakan Publik: Teori dan Aplikasi. Jakarta: Bumi Aksara.
- Yin, Robert K. (2016). Studi Kasus: Desain dan Metode. Jakarta: Rajawali Pers.
- Zubaedi. (2011). Desain Pendidikan Karakter: Konsepsi dan Aplikasinya dalam Lembaga Pendidikan. Jakarta: Kencana.