



Classroom Management Model in Making Islamic Religious Education Effective

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ABSTRACT

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Classroom management, Islamic Religious Education (PAI) learning, conducive learning environment, students' character and morality.

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This study discusses the importance of classroom management in Islamic Religious Education (PAI) learning, given that effective classroom management plays a strategic role in creating a conducive, orderly, and religious learning environment. Such an environment is needed to support the achievement of PAI learning objectives, namely the formation of students' noble character and morality. This study aims to analyze the concepts, strategies, and implications of classroom management in PAI learning through a literature study approach. The method used is a literature study by collecting and analyzing various primary and secondary sources relevant to the research topic. Primary sources include the Qur'an, hadith, and books of Qur'anic exegesis, while secondary sources consist of books, scientific journals, undergraduate research papers (skripsi), and articles related to classroom management and PAI learning. Data analysis techniques were carried out through reduction, categorization, and synthesis. The results show that classroom management in PAI learning can be implemented through strategies of arranging the physical classroom environment, managing humanistic and religious learning interactions, and applying discipline based on Islamic values. Teachers act as facilitators, motivators, and role models. Supporting factors include teacher competence and facilities, while hindering factors encompass students' readiness and limitations in learning facilities.

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INTRODUCTION

Islamic Religious Education (PAI) has a central role in shaping students' morals and character, because besides providing knowledge about Islamic teachings, this subject also instills moral values, ethics, and noble habits in daily life. In the context of schools or madrasahs, PAI becomes one of the important means in building behaviors that are in accordance with Sharia precepts, such as honesty, discipline, responsibility, and respect for others (Baitussalam & Basofitrah, 2025). Therefore, the quality of PAI learning greatly determines the

direction of students' personality formation as believing Muslims with noble character (Saifillah et al., 2026).

However, in practice, PAI learning in the field faces various challenges. One of them is the limited involvement of students in the learning process, where many students tend to be passive, unenthusiastic, or only regard PAI as a subject that must be memorized for examinations (Rahmatullah & Baitussalam, 2025). On the other hand, classroom discipline problems often arise, such as lack of attention, noise disturbances, or loss of focus during learning activities. In addition, inconsistencies are often found between the classroom management strategies used with students' characteristics and needs, so that PAI learning does not run optimally as expected (Habsi, Hefniy, et al., 2025).

These conditions indicate that classroom management in PAI learning deserves more serious attention. The need for a systematic study on how classroom management can support the effectiveness of PAI learning, both from the aspect of theoretical concepts and field practice, becomes very relevant (Habsi, Samsudi, et al., 2025). By analyzing the relationship between classroom management, teacher strategies, and student involvement, it is hoped that a clearer picture can be obtained regarding the model of classroom management that is suitable for the context of PAI learning, so that the learning process not only runs orderly, but is also meaningful for the formation of students' morals and character .

This study is formulated in three main questions. First, what is the definition and concept of classroom management in PAI learning? This study is needed to clarify the meaning of classroom management that is appropriate with the character of religious learning oriented towards the formation of morals. Second, what are the effective classroom management strategies in PAI learning? This question points to the identification of techniques and patterns of classroom management that can help teachers create an orderly, conducive, and engaging learning atmosphere. Third, what are the factors that support and hinder classroom management in PAI learning? By identifying these factors, it is hoped that practical recommendations can be obtained to improve the effectiveness of classroom management in PAI learning.

METHOD

This study uses a type of library research (library research / literature study), which is research that does not collect data in the field directly, but examines and analyzes various literature sources relevant to classroom management in Islamic Religious Education learning. The data used are sourced from books, scientific journals, articles, undergraduate research papers (skripsi), master's thesis (tesis), and other documents. This study uses two types of data sources, namely: (a) primary sources, consisting of Islamic education jurisprudence (fiqh) books, hadith, and Qur'anic exegesis that discuss learning etiquette, the conduct of study gatherings (majelis), as well as principles of social interaction management in the context of Islamic education.

Secondary literature

Secondary literature is a source of information that explains, reviews, analyzes, or interprets information originating from original sources (primary literature). In other words, secondary literature does not present data or information directly from the first event or research, but rather the processing and discussion of primary sources. Scientific journals on PAI, undergraduate research papers (skripsi), master's thesis (tesis), and doctoral dissertations on classroom management, PAI learning, and Islamic education. Textbooks on class management, learning strategies, and PAI learning. Online articles from relevant national and international journals, such as *Dirasat Islamiyya*, *Jurnal PAI*, and similar ones, which discuss classroom management and religious learning.

This study uses the documentation technique as the main method of data collection. This technique is carried out by collecting various written documents relevant to the topic, such as books, journal articles, skripsi, tesis, dissertations, research reports, and learning modules related to classroom management and Islamic Religious Education (PAI) learning. In addition, cross-checking is conducted, namely comparing several sources from various literatures to obtain concepts and findings that are valid, consistent, and can be scientifically synthesized.

RESULT AND DISCUSSION

Result

Concept of Classroom Management in PAI Learning

Based on the literature review, classroom management in Islamic Religious Education (PAI) learning can be synthesized as the PAI teacher's effort to create a safe, orderly, and religious learning environment. In this sense, classroom management does not only cover the arrangement of attendance, noise, and classroom rules, but also concerns the creation of a comfortable psychological atmosphere, value-based discipline, and the involvement of students in a learning atmosphere with a religious nuance (Prihantini, M.Pd., and Tin Rustini 2025). The purpose is so that the PAI learning process runs smoothly while also becoming a means of habituating Islamic morals and behavior.

In the pattern of PAI classroom management, Islamic values play a central role. The value of *ta'adhu* (mutual respect) encourages attitudes of mutual appreciation between teachers and students as well as among students, thereby reducing confrontational behavior and creating more open communication. The value of *musyawarah* (deliberation) is realized in the formulation of classroom rules, the determination of group tasks, and even problem-solving, so that students feel involved and have a sense of responsibility toward the class (Puput Putriyani et al.2025). Meanwhile, the value of *amanah* (trustworthiness) guides teachers to be responsible in designing learning, maintaining order, and ensuring comfort and justice for all students. Thus, classroom management in PAI becomes a process that integrates modern classroom management principles

with Islamic moral values, so that the classroom is not only orderly, but also meaningful in a religious sense(Siti Nur Halisaturrohma et al.2026).

The results and discussion show that there are several effective classroom management strategies in Islamic Religious Education (PAI) learning, which can be grouped into three main stages, namely:

Initial Classroom Management

At the beginning of learning, the main strategy is initial classroom management through the preparation of a class contract and written rules agreed upon jointly by the teacher and students. The class contract contains agreements on discipline, attitudes, and the roles of students in PAI learning, thereby creating shared awareness about boundaries and responsibilities. In addition, PAI teachers can develop short worship habits at the beginning or end of the lesson, such as reciting prayers, exchanging greetings, or memorizing short verses/hadith, which help build a religious atmosphere and discipline from the moment students enter the classroom.

Management During the Learning Process

During the learning process, classroom management strategies focus on managing students' focus through varied activities, task assignments, and attention management techniques (such as calling names, using tone and expression, and changing positions). PAI teachers also utilize the use of media (images, videos, storytelling methods, role play) and variations in learning methods (discussion, groups, presentations, simulations) to reduce boredom and increase student involvement. In addition, positive reinforcement such as praise, symbolic rewards, or notes on good behavior is used to motivate students who behave in a disciplined manner and participate actively, so that the classroom climate becomes more conducive and supportive.

End-of-Class Management

At the end of the learning session, classroom management strategies are carried out through reflection and a brief evaluation, either orally or in written form, to determine how far students' understanding of PAI material has reached and how effective the classroom atmosphere was during the learning process. This reflection also becomes a means of self-improvement for both teachers and students. The learning process is closed with a closing prayer, which is not only a closing ritual, but also an internalization of Islamic values, such as gratitude, seeking guidance, and maintaining goodness after leaving the classroom. This continuous classroom management pattern from the beginning, during, until the end of the learning session helps make the PAI classroom a learning space that is structured and controlled, yet still religious and humanistic in nuance.

Supporting and Hindering Factors in Classroom Management in PAI Learning

The results and discussion show that the effectiveness of classroom

management in Islamic Religious Education (PAI) learning is influenced by several supporting factors and hindering factors in the school, teacher, and student environment.

Supporting Factors

One of the factors that supports classroom management is teacher preparation, which includes the preparation of a detailed Lesson Implementation Plan (RPP), the selection and use of relevant learning media, and an understanding of students' character, interests, and background (Muldiyana Nugraha,2026). The more prepared the teacher is in terms of planning, learning design, and understanding the students, the easier it is to create classroom management that is directed and orderly. In addition, support from the school – in the form of clear policies, adequate facilities and infrastructure, and a conducive organizational climate – provides space for PAI teachers to implement classroom management strategies consistently. Equally important is collaboration with parents, which helps reaffirm the values of discipline and responsiveness at home, so that classroom norms and rules can be strengthened within the context of daily life.

Hindering Factors

On the other hand, there are several factors that actually hinder classroom management in PAI learning. A high teaching burden makes teachers have little time to design learning scenarios, closely monitor students' behavior, and reflect on classroom management practices. The lack of training or coaching for teachers regarding classroom management and PAI learning also causes many teachers to have not yet mastered effective classroom management techniques that are based on Islamic values (Sri Wulandari,2021). On the other hand, an unconducive classroom culture, such as habits of being undisciplined, interrupting others, or lacking a sense of responsibility, makes classroom rules difficult to implement and the learning atmosphere becomes less orderly. The combination of these factors makes classroom management in PAI more complex, so that there needs to be a systemic intervention from the school, teachers, and parents to strengthen the supporting conditions and reduce the existing obstacles.

Implications for PAI Learning

The results and discussion show that good classroom management in Islamic Religious Education (PAI) learning has significant implications for the quality of the learning process and the learning outcomes of students. The close relationship between classroom management and the learning climate leads to an increase in discipline, motivation, and PAI learning participation (Reyhan Hakim Arvi,2025).

When the class is managed in a structured, orderly, and fair manner, students feel more comfortable, focused, and confident to ask questions, discuss, and express their opinions. Thus, the classroom atmosphere becomes more

conducive to active responses, so that PAI material is not only understood cognitively, but also practiced through practical involvement in the classroom.

In addition, classroom management based on Islamic values contributes greatly to the strengthening of moral aspects and Islamic values (Susi Sri Mulyawati et al.,2024). Classroom rules formulated through deliberation, respect for others' rights and feelings, as well as the application of honesty, responsibility, and *tawadhu'* (humility) in daily interactions become a context for habituating morals. Thus, the PAI classroom is not merely an arena for transferring knowledge, but also becomes a space for shaping the character of a Muslim with noble morals. Consequently, good classroom management becomes one of the main determinants in achieving the objectives of PAI holistically, namely integrating knowledge, behavior, and morals in students' lives.

This discussion shows that effective classroom management in Islamic Religious Education (PAI) learning is not only the individual responsibility of teachers, but also needs to be supported by systematic policies and development programs. One important implication for policy is the need for classroom management training for PAI teachers (Aisyah Syafitri and Zulfani Sesmiarni,2025). This training should be specifically designed to strengthen teachers' understanding of classroom management principles, techniques for managing students' behavior, as well as the integration of Islamic values in daily classroom management practices. Through continuous and practice-based training, PAI teachers can develop more professional and responsive classroom management competencies in relation to students' characteristics.

In addition, it is important to integrate classroom management material into the teacher training curriculum, both in teacher training programs, school principal training, and the preparation of prospective PAI teachers at universities (Susi Sri Mulyawati et al.,2024). Thus, classroom management should no longer be viewed as an additional skill, but as a core competency that must be possessed by the frontline of religious education. This integration will encourage the creation of a school culture that is more concerned with the quality of classroom interaction, discipline, and character formation, so that PAI learning can run optimally and have a broad impact on the formation of students' character.

Benefits of Classroom Management in Islamic Religious Education (PAI) Learning

Classroom management in Islamic Religious Education (PAI) learning provides a number of significant impacts and benefits for the field of education, particularly in the area of PAI. Generally, this study contributes to increasing awareness of the importance of classroom management in PAI learning. The results of the review help teachers, school principals, and policy makers realize that classroom management is not only related to external orderliness, but also greatly determines the effectiveness of the learning process and the formation of students' character (Roswaidah,2025).

In addition, this study enriches the theoretical review on classroom

management based on Islamic values. By integrating modern classroom management concepts into Islamic values such as ta'adhu (mutual respect), musyawarah (deliberation), amanah (trustworthiness), and tawadhu' (humility), this research provides a new perspective that is relevant for Islamic education literature and PAI learning. This integration makes classroom management not only administrative in dimension, but also pedagogical and moral in nuance.

Equally important, this study encourages improvements in PAI learning practices in the field. Through the elaboration of effective classroom management strategies, as well as supporting and hindering factors, the research results can serve as a practical reference for PAI teachers in designing and implementing learning in a more directed, systematic, and meaningful manner. Thus, classroom management can function as a means to improve the quality of learning while also strengthening the formation of students' character based on Islamic values.

The benefits of classroom management in Islamic Religious Education (PAI) learning are broad and reach various parties in the field of education. For PAI teachers, this study presents a conceptual framework and classroom management strategies that can be directly adapted in teaching practice, thereby helping teachers design learning that is more directed and orderly. In addition, this study provides insights on how to integrate religious values into classroom rules, interaction patterns, and the learning atmosphere, so that PAI learning feels more meaningful and relevant to the daily lives of students (Alfian Zakaria et al.,2025).

For school principals and madrasah administrators, this study can be used as a basis for consideration in developing teacher development policies, particularly regarding classroom management training and PAI learning. The results of this study also help in designing training programs and teacher learning communities focused on classroom management based on Islamic values, so that the coaching of PAI teachers becomes more systematic and contextual.

Among researchers and academics, this study serves as a theoretical reference for further research on classroom management, PAI learning, or the development of conceptual frameworks that integrate Islamic values in education (Sri Hidayati,2026). This study also provides clear examples of the application of library research in the context of religious education, so that it can serve as a model for other researchers in compiling similar reviews.

For prospective teachers and PAI students, this study offers a comprehensive overview of the challenges, strategies, and factors that influence classroom management in PAI learning. Thus, this study helps to build initial awareness that classroom management competence is an important part of the professional competence of PAI teachers, not merely an additional skill.

Discussion

Classroom management is a combination of two words, namely pengelolaan (management) and kelas (class). Pengelolaan in English is

understood as management; that means that *pengelolaan* is similar to management (Nurmalasari, N. 2019). The general meaning of *pengelolaan* or management is an activity that includes organizing, planning, coordinating, directing, evaluating, and supervising. Meanwhile, a class is a complex environment where students interact, are interdependent with one another, and with unique characteristics of specific physical and social environments. Classroom management is defined as “the teacher’s skill in creating and maintaining optimal learning conditions and restoring them when things occur that disrupt the learning atmosphere”. Thus, in education, its role is the involvement of individuals in the educational process of their children, whether teachers or parents, by devoting all their thoughts and attention to the children so that the children feel enthusiastic in their learning. This is because children will feel that they are receiving training and attention from others. Classroom management is viewed from old and new definitions.

Among others:

Old definition: Classroom management is maintaining peace in the classroom.

New definition: Classroom management is the process of selecting and using appropriate tools to address problems and situations in classroom management. The teacher is responsible for improving and maintaining the class organization so that individuals can utilize their abilities, talents, and energies in individual tasks. Classroom management is a sequence of complex behaviors used by educators to maintain the class condition so that students can learn with efficient and high-quality achievement. Effective classroom management is one of the main requirements for achieving effective teaching and learning objectives. Classroom management can be regarded as the most fundamental yet most difficult task that must be carried out by educators.

Classroom management activities can be meaningful as the educator’s membership role while optimizing class potential by providing the greatest opportunity for students to carry out directed and creative activities, so that the costs and time used can be utilized efficiently for class activities related to the curriculum and students’ progress. According to Entang and Joni, classroom management is an absolute prerequisite for the occurrence of an effective learning process. In principle, classroom management is useful for how students are willing to learn earnestly, and the most real dominance is how the arrangement of the classroom space is in line with the expectations of the learning community; when the arrangement is pleasant and makes students motivated to learn, then this arrangement needs to be continuously developed.

Classroom management is a teacher’s skill in creating and maintaining optimal learning conditions and restoring the condition as best as possible when problems occur, whether by disciplining or conducting remedial activities for students in the classroom. Good classroom management will influence and improve students’ learning in the classroom. From here, it can be clarified that classroom management is more focused on how students can be involved as

implementers and actors of activities who can be empowered in such a way that, with students' involvement, it can provide ease and improvement of the knowledge possessed by students (Suryadi, A., Nasution, A., & Febrianti, E. L.2018). It is hoped that students can develop their potential in a positive manner, which is naturally in harmony with the abilities and desires of the students. From the various definitions above, it can be concluded that what is meant by classroom management is a planned and coordinated activity to create a classroom condition that enables students to learn easily, safely, and calmly, so that effective and efficient teaching and learning interaction can take place.

Objectives of Classroom Management

Objectives represent the end point of an activity, and from these objectives, they also serve as the starting point for the implementation of subsequent activities (Mutiaramses, M., Neviyarni, S., & Murni, I.2021). Achievement is an objective that can be seen from the effectiveness in achieving that objective as well as the level of efficiency in using various available resources. In the procedure of classroom management, its success can be viewed from the objectives that are intended to be achieved; therefore, educators must specify the objectives they want to achieve through the classroom management activities they carry out. Classroom management in general aims to increase effectiveness and efficiency in achieving learning objectives. The objectives of classroom management are to provide facilities and infrastructure for various learning activities of students in the emotional, social, and intellectual aspects within the class. The facilities and infrastructure provided enable students to learn and work, create a social atmosphere that provides discipline, satisfaction, emotional well-being, intellectual development, attitudes, and appreciation for students.

Scope of Classroom Management **Curriculum Management**

The curriculum is a scope of work used by a teacher as a guideline to be achieved in the teaching and learning process. Thus, curriculum management is a planning or direction to complete that curriculum.

Student Management

Students are future cadres of the nation who strive to expand their abilities through the existing teaching and learning process, whether in specific educational pathways, levels, or types of education.

Academic Activities

Academic activities are defined as activities in the teaching and learning process (teaching), including preparing before teaching, conducting the teaching that has been prepared, and evaluating how far the lessons that have been presented have been successful and mastered by the students.

Administrative Activities

Administrative activities are divided into "daily teaching activities" as

conditions that need to be considered by teachers for the smoothness of their teaching, such as procedural activities and organizational activities.

CONCLUSION

Based on the study in this research, classroom management in Islamic Religious Education (PAI) learning has a very important role in creating a conducive, orderly, and religious learning atmosphere. Classroom management is not only related to the physical arrangement of the classroom and discipline, but also encompasses the formation of a comfortable psychological atmosphere and the integration of Islamic values such as *ta'adhu'* (mutual respect), *musyawarah* (deliberation), and *amanah* (trustworthiness) in the learning process. Classroom management strategies can be carried out through three main stages, namely initial classroom management, management during the learning process, and end-of-class management. Teachers act as facilitators, motivators, and role models in building learning interactions that are humanistic and religiously meaningful. The success of classroom management is influenced by supporting factors such as teacher competence, readiness in learning planning, support from facilities and infrastructure, as well as cooperation with the school and parents. On the other hand, factors such as limited facilities, teachers' workload, and a classroom culture that lacks discipline can become obstacles.

With good classroom management, PAI learning does not only improve students' cognitive understanding, but also strengthens the formation of character and noble morals. Therefore, classroom management becomes one of the important keys in realizing the objectives of Islamic religious education holistically, namely integrating knowledge, attitudes, and Islamic behavior in students' lives.

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