

Implementation of Basic Functions in Islamic Education Management to Enhance Learning Quality in Indonesia

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ABSTRACT

This study examines the implementation of Islamic Education Management functions in improving the quality of learning at MAN 2 Kabupaten Bandung. The research aims to analyze how planning, organizing, directing, and controlling are applied in daily academic management and how these functions contribute to learning quality. This study is based on original qualitative research using a case study approach. Data were collected through in-depth interviews with the vice principal for curriculum affairs as the main informant, supported by observations and document analysis related to learning management. The findings reveal that learning quality improvement is strongly influenced by participatory planning, collaborative organizing through teacher forums, value-based leadership in directing teachers, and continuous academic supervision oriented toward professional development rather than control. The integration of Islamic values, particularly through structured religious programs, strengthens both academic and spiritual dimensions of learning quality. However, the study also identifies challenges, including high administrative workloads for teachers and frequent curriculum policy changes that limit pedagogical innovation. The study recommends strengthening adaptive management policies, simplifying administrative demands, and enhancing professional collaboration to ensure sustainable improvement in learning quality. These findings contribute to Islamic education management studies by providing empirical evidence of integrated management practices in a madrasah context.

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INTRODUCTION

Islamic education management is conceptually defined as the management process of educational institutions that integrate managerial principles with Islamic values so as to produce a learning process that is quality, characterful, and oriented towards improving the quality of students (Nursidik, 2024). A good management process is believed to be able to provide an effective, conducive, and productive learning environment. On the contrary, weak management functions will have an impact on the non-achievement of learning objectives and the low optimization of students' potential (Harahap et al., 2024). Therefore, good management is needed so that it will have an impact on the quality of learning.

The quality of learning is the main indicator of the success of the implementation of education, especially in Islamic educational institutions such as Madrasah Aliyah Negeri (MAN). The quality of learning in Islamic educational institutions is still a serious problem, although various policies to improve the quality of education continue to be pursued. In many madrasahs and Islamic boarding schools, the learning process does not fully reflect the expected quality standards, both in terms of planning, implementation, and learning evaluation. This phenomenon shows that there is a gap between the ideal Islamic educational goals and the learning practices that take place in the field. (Haliza, 2019).

One of the main problems identified is the weak implementation of the Islamic Education Management (MPI) function in managing the learning process. Learning planning is often

administratively prepared without being accompanied by an in-depth needs analysis. The organization of the tasks of educators and education personnel has not fully supported the effectiveness of learning, while the implementation of learning still tends to be oriented towards the delivery of material, not on the quality of the learning process of students. In addition, the function of supervision and evaluation of learning is often a formality and has not been utilized as a means of continuous improvement. Therefore, the study of the function of Islamic education management is relevant to examine how the quality of learning can be improved comprehensively and sustainably.

Based on the results of initial observations and preliminary interviews with the deputy head of curriculum, it was found that the implementation of the education management function at MAN 2 Bandung Regency has been well implemented, but there is still room for improvement. This happened because there were still several problems related to the management aspect. In the aspect of learning organization, field data shows that the division of duties of teachers and education personnel has not fully considered the workload and competencies proportionally. In practice, some teachers concurrently perform structural and administrative tasks, so the time and energy to design quality learning is limited. As a result, the learning process tends to run routinely and is less innovative, and does not fully accommodate the needs and characteristics of students. However, the preliminary findings show that the problems that arise are not comprehensive in all education management functions. Field data does not show any significant obstacles in the aspect of implementation and supervision of learning, because the two functions have been carried out in accordance with the provisions and programs set by the madrasah. Learning activities took place relatively orderly, and academic supervision had been carried out on a scheduled basis as part of efforts to control the quality of learning.

Nonetheless, the effectiveness of learning implementation and supervision is heavily influenced by the underlying organizational quality. The imbalance in the division of tasks and the teacher's workload has the potential to limit the optimization of learning implementation, even though it has been procedurally running well. Therefore, the problem of organization is a critical point that needs to be studied more deeply because it has direct implications for sustainability and improving the quality of learning. Based on these conditions, this study is focused on analyzing the implementation of organizational functions within the framework of Islamic education management and its relationship with learning quality.

Based on this background, this research is important to understand how the function of Islamic education management is applied in improving the quality of learning in MAN. This research tries to explore in depth the planning, organization, implementation, and supervision practices carried out by the madrasah and how the role of these functions in supporting the improvement of learning quality. The results of the research are expected to make a theoretical contribution to the development of Islamic education management studies and make a practical contribution to madrasahs in improving the quality of learning in a sustainable manner.

RESEARCH METHODS

This study uses a qualitative descriptive approach with the aim of describing in depth how the function of Islamic education management is applied in improving the quality of learning in madrasahs. This approach was chosen because it is able to reveal empirical reality in a naturalistic way through the interpretation of meaning, practice, and experience of educational actors. The main data source was obtained through in-depth interviews with the deputy head of curriculum. Interviews are conducted in a semi-structured manner to provide flexibility in digging up information regarding the planning, organization, implementation, and supervision of learning. In addition to interviews, this study also utilizes field notes collected during the madrasah environment observation process. The data analyzed includes three main stages: (1) data reduction, namely the process of selecting, focusing, and simplifying raw data; (2) data presentation, in the

form of organizing information into certain patterns and categories; and (3) drawing conclusions and verification, namely giving meaning to the data that has been compiled and ensuring the consistency of the findings with the research context.

RESEARCH RESULTS

The Function of Planning in Improving the Quality of Learning

The results of interviews at MAN 2 Bandung Regency show that learning planning is positioned as the initial stage that determines the direction of learning quality. Planning was carried out through a working meeting at the beginning of the year involving the head of the madrasah, the deputy head of curriculum, and teachers. In the forum, the determination of learning schedules, the division of subjects according to the qualifications and scientific background of the teacher, as well as the readiness of learning administration such as lesson plans, assignment letters, and other supporting documents were discussed. These findings indicate that planning is not understood as an administrative routine, but rather as a strategic effort to ensure effective and targeted learning.

Furthermore, the field findings also show that learning planning at MAN 2 Bandung Regency systematically integrates Islamic values through the subjects of the Islamic Religious Education cluster and the tahfidz Al-Qur'an program with certain achievement targets. The tahfidz program is not only designed as an additional activity, but is included in academic planning with clear targets and periodic evaluations. This integration shows that the concept of learning quality in madrasahs is not narrowed to cognitive achievements, but is expanded to character formation and spiritual strengthening of students.

However, the results of the interview also revealed that learning planning still faces challenges, especially related to the dynamics of the curriculum that continue to change and complex administrative demands. This condition has the potential to shift teachers' focus from developing learning innovations to fulfilling administrative obligations. These findings suggest that the effectiveness of planning depends heavily on the balance between regulatory demands and the capacity of teachers as learning implementers.

Thus, these results show that the planning function in MAN 2 Bandung Regency has contributed significantly to improving the quality of learning, especially through academic structuring, teacher competency adjustment, and integration of Islamic values. However, the effectiveness of such planning still requires strengthening policies that are able to simplify the administrative burden so that planning truly functions as a strategic instrument for quality improvement, not just the fulfillment of formal obligations.

Learning Organizing and Its Implications for Quality Effectiveness

Field findings indicate that the organizing function at MAN 2 Kabupaten Bandung is implemented through the establishment of a clear work structure and a relatively flexible coordination mechanism. The madrasah principal and the vice principal for curriculum affairs play an active role in coordinating teachers' duties, both those directly related to instruction and those associated with other academic support activities. This coordination is carried out through formal meetings, assignment letters, and informal communication using digital media such as WhatsApp groups. This pattern enables the flow of information to proceed quickly and remain responsive to the dynamics of madrasah activities.

Another noteworthy finding is the existence of internal teacher forums based on subject clusters. These forums serve as platforms for academic discussion, the alignment of instructional perspectives, and the evaluation of teaching methods and strategies. The presence of these forums indicates that organizing at MAN 2 Kabupaten Bandung does not merely stop at the administrative distribution of tasks, but has developed into a form of professional organization that promotes the improvement of teachers' pedagogical competence. Teacher collaboration within professional communities can enhance the quality of learning by enabling the exchange of experiences,

reflection on teaching practices, and pedagogical innovation. Thus, the organization of internal teacher forums at MAN 2 Kabupaten Bandung has direct implications for improving the quality of learning.

Nevertheless, the findings also show that the effectiveness of organizing still faces challenges, particularly when there is an increase in administrative burdens and non-instructional activities that must be accommodated within teachers' work structures. This condition may reduce the time available for teachers to collaborate optimally in academic forums. Analytically, this finding suggests that effective organizing requires a balance between administrative demands and the need for teachers' professional development.

Based on these findings and discussion, it can be understood that the organizing function at MAN 2 Kabupaten Bandung plays an important role in supporting instructional effectiveness. Clear, communicative, and collaborative organizing can create a coordinated and conducive work climate, thereby enabling the learning process to take place in a more directed and high-quality manner. This finding affirms that organizing is not merely a technical aspect of management, but a strategic factor in efforts to improve the quality of learning in madrasahs.

Direction as a Practice of Leadership and Value Internalization

Field data indicate that the directing function at MAN 2 Kabupaten Bandung is not implemented through a rigid instructional approach, but rather through a leadership pattern that emphasizes mentoring, role modelling, and the formation of a work culture. The madrasah principal regularly provides direction through monthly official meeting forums; however, the content of such direction does not focus solely on the technical aspects of instruction, but also on reinforcing the madrasah's vision and the moral responsibility of teachers as educators.

In practice, direction is often delivered in the form of collective reflection on the learning process that has taken place. At MAN 2 Kabupaten Bandung, teachers are encouraged to review learning achievements, classroom challenges, and alternative strategies that may be implemented. This pattern indicates that direction is positioned as a dialogical space, rather than merely as the transmission of orders from leaders to subordinates. Thus, direction becomes a means of strengthening teachers' professional awareness in carrying out their roles.

In addition, religious habituation activities, such as performing dhuha prayer together, Islamic study sessions, and teachers' gatherings, constitute part of the directing strategy aimed at developing a value-based work climate. These values are then reflected in teachers' work ethos, including discipline, responsibility, and commitment to the quality of learning. This finding shows that direction has a dual function: as a mechanism for driving performance and as a means of internalizing Islamic values.

Nevertheless, the interview findings also indicate that the effectiveness of direction depends greatly on the consistency of leadership in overseeing the values and policies that have been communicated. When direction is not followed by clear follow-up actions, teachers tend to return to routine work patterns. This finding suggests that effective direction must be accompanied by continuous mechanisms of reinforcement and role modelling.

Supervision and Evaluation as Mechanisms for Ensuring the Quality of Learning

Research findings indicate that instructional supervision at MAN 2 Kabupaten Bandung is implemented through scheduled and continuous academic supervision. This supervision includes the examination of instructional documents as well as direct observation of the teaching and learning process in the classroom. However, what is particularly noteworthy in the field findings is not merely the existence of supervision itself, but rather how supervision is interpreted and carried out by the madrasah.

The interview results indicate that supervision is not positioned as a corrective control mechanism intended to identify teachers' mistakes. Instead, supervision is understood as a form

of professional development aimed at assisting teachers in identifying weaknesses and improving the quality of instruction. Following the supervision process, teachers receive constructive feedback directed toward improving teaching methods, classroom management, and more effective instructional strategies.

The effectiveness of supervision is highly determined by the consistency of its implementation. Supervision conducted sporadically may lose its strategic function as an instrument of quality assurance. Therefore, continuous supervision followed by clear follow-up actions becomes essential to ensure that supervision has a tangible impact on improving the quality of learning.

Supervision at MAN 2 Kabupaten Bandung can be understood as part of a quality assurance system that ensures alignment among instructional planning, implementation, and learning outcomes. Through structured supervision oriented toward professional development, the madrasah is able to maintain the stability of instructional quality while gradually promoting continuous improvement.

Supporting and Inhibiting Factors in Improving the Quality of Learning

The findings indicate that the implementation of Islamic educational management functions at MAN 2 Kabupaten Bandung takes place in a context that is not entirely ideal, but is instead influenced by the interaction between supporting and inhibiting factors. These two factors are interrelated and collectively determine the extent to which management functions can contribute to improving the quality of learning.

On the one hand, the successful implementation of management is supported by the relatively strong commitment of madrasah leadership. The madrasah principal and the vice principal for curriculum affairs are actively involved in the planning, directing, and supervision of learning. This leadership involvement creates clarity in policy direction and strengthens the legitimacy of instructional programs among teachers.

Another prominent supporting factor is the collaborative work culture among teachers. Relatively harmonious professional relationships enable open communication and cooperation in the implementation of learning. Internal teacher forums and informal discussions serve as spaces for teachers to share experiences and solutions to instructional problems. In addition, relatively adequate facilities and infrastructure also strengthen the effectiveness of learning. The availability of instructional facilities enables teachers to apply more varied and interactive methods. This support is an important factor, as effective management will not have an optimal impact unless it is supported by adequate physical resources.

Nevertheless, the findings also reveal several inhibiting factors that limit the optimization of management functions. One of the main obstacles is the heavy administrative workload borne by teachers. The demand to complete instructional documents and administrative reports often consumes teachers' time and energy, thereby reducing the space available for developing instructional innovation. Another obstacle is the dynamic nature of policy and curriculum changes, which requires rapid adaptation from both the madrasah and teachers. Such changes often create confusion in the implementation of learning, particularly when they are not accompanied by adequate mentoring and support. In this context, the planning and directing functions face significant adaptive challenges. This condition indicates that the effectiveness of Islamic educational management is strongly influenced by the stability of external policies that lie beyond the direct control of the madrasah.

DISCUSSION

The findings of this study indicate that the implementation of Islamic educational management functions at MAN 2 Kabupaten Bandung is carried out systematically through the interconnected application of planning, organizing, directing, and supervision. These findings affirm that the quality of learning in a madrasah cannot be separated from the quality of managerial practices collectively implemented by all institutional components. In the context of Islamic education, management does not merely function as an administrative technical instrument, but also as a strategic tool that directs the learning process to align with institutional vision and Islamic values.

The findings concerning the planning function show that MAN 2 Kabupaten Bandung positions planning as an initial stage that determines the direction of learning quality. The involvement of the madrasah principal, the vice principal for curriculum affairs, and teachers in the annual work meeting reflects a participatory approach to academic decision-making. This practice strengthens the view that planning involving instructional actors directly will produce more realistic and applicable policies. Several recent studies affirm that collaborative planning contributes positively to the implementation of learning and enhances teachers' sense of ownership of academic programs (Ismail & Hasan, 2020; Widodo et al., 2022).

Furthermore, the integration of Islamic values through Islamic Religious Education subjects and the Qur'an memorization program in academic planning indicates an expanded meaning of learning quality. Quality is not merely measured by cognitive achievement, but also by character formation and the strengthening of students' spirituality. This finding is relevant to contemporary studies in Islamic education that emphasize the importance of a holistic approach to learning, in which intellectual, moral, and spiritual dimensions are developed simultaneously (Zainuddin, 2019; Rohman & Mulyadi, 2021). Thus, learning planning at MAN 2 Kabupaten Bandung can be understood as a management practice that aligns with the paradigm of integrative Islamic education.

Nevertheless, the challenges that arise in planning, particularly those related to administrative complexity and the dynamics of curriculum change, indicate a tension between regulatory demands and pedagogical needs. A high administrative burden has the potential to shift teachers' focus from developing instructional innovation to fulfilling formal documentation requirements. This phenomenon is widely found in educational research in Indonesia, where teachers are often placed in a dilemmatic position between administrative demands and the quality of teaching practice (Rahmatullah, 2021; Suryadi & Arifin, 2023). Therefore, the findings of this study strengthen the argument that the effectiveness of planning is not only determined by the quality of program design, but also by managerial policies that are capable of simplifying teachers' administrative workload.

In the aspect of organizing, the findings indicate that MAN 2 Kabupaten Bandung has developed a relatively clear work structure and flexible coordination mechanisms. The use of various communication channels, both formal and informal, enables rapid responses to academic needs. This practice is in line with findings in educational management research that emphasize the importance of organizational communication in maintaining work effectiveness and team cohesion (Noor & Hidayat, 2020; Lestari et al., 2022). In the context of madrasahs, communication flexibility becomes an important factor because the dynamics of academic and non-academic activities often require rapid adjustment.

The existence of internal teacher forums based on subject clusters is an important finding that demonstrates professional organization based on learning communities. These forums function as spaces for academic collaboration, reflection on instructional practice, and the development of pedagogical competence. Several open-access studies show that professional learning communities have a significant impact on improving learning quality, as they encourage teachers to share good practices and engage in collective reflection (Arifin, 2021; Pratiwi & Susanto, 2023). Thus, organizing at MAN 2 Kabupaten Bandung is not only structural in nature, but also substantive in supporting the quality of learning.

Nevertheless, organizational challenges still arise when administrative burdens and non-instructional activities increase. This condition may reduce the intensity of teacher collaboration in academic forums. This finding reinforces the view that effective organizing requires a balance between administrative duties and professional development. If this balance is not maintained, the existing organizational structure risks losing its strategic function in improving the quality of learning (Sulaiman & Karim, 2022).

In the aspect of directing, this study finds that leadership at MAN 2 Kabupaten Bandung is implemented through an approach of mentoring and role modelling, rather than merely hierarchical instruction. A directing pattern that emphasizes dialogue, reflection, and the reinforcement of vision demonstrates an educative leadership practice that is relevant to the values of Islamic education. Recent research in the field of Islamic educational leadership affirms that participatory and value-based leadership styles have a positive influence on teacher motivation and learning quality (Hakim & Fauzi, 2020; Noor, 2024).

The internalization of values through religious activities such as dhuha prayer, Islamic study sessions, and teachers' gatherings indicates that directing does not only function as a mechanism for mobilizing performance, but also as a means of shaping work culture. A value-based work culture has been shown to strengthen teachers' work ethos and commitment to the quality of learning (Azizah & Maulana, 2021). This finding strengthens the argument that directing in Islamic educational management has moral and spiritual dimensions that distinguish it from general educational management practices.

However, the dependence of directing effectiveness on leadership consistency indicates that leadership cannot be episodic. When direction is not followed by concrete follow-up actions, teachers tend to return to routine work patterns. This is consistent with research findings stating that the success of educational leadership is highly determined by consistency among discourse, policy, and actual practice in the field (Rahman & Yusuf, 2022).

In the aspect of supervision, this study shows that academic supervision at MAN 2 Kabupaten Bandung is understood as a means of professional development, rather than as a form of repressive control. This approach is in line with the modern supervision paradigm, which emphasizes the role of supervision as a mentoring process aimed at improving the quality of learning (Hayati et al., 2020; Mulyasa, 2021). Constructive feedback provided to teachers after supervision has the potential to enhance professional reflection and improve teaching practices.

Supervision that is conducted continuously and followed by clear follow-up actions becomes the key to ensuring that supervision has a tangible impact on learning quality. This finding reinforces the view that supervision is an integral part of the internal quality assurance system. Without consistency and follow-up, supervision risks becoming an administrative activity that loses its strategic meaning (Suharto & Kurniawan, 2023).

The discussion of supporting and inhibiting factors shows that the implementation of Islamic educational management takes place within a complex context. Leadership commitment and a collaborative teacher culture emerge as the main supporting factors that strengthen the effectiveness of management functions. This finding is consistent with various studies that position leadership and collaboration as key determinants of learning quality (Noor, 2024; Arifin, 2021).

Conversely, the high administrative workload and the dynamics of policy change constitute significant inhibiting factors. This condition indicates that improving the quality of learning cannot be entirely assigned to the level of the educational unit, but requires adaptive policy support that favors the strengthening of pedagogical practice. Thus, the findings of this study enrich the discourse on Islamic educational management by demonstrating that the successful implementation of management functions is strongly influenced by the interaction between the internal factors of the madrasah and external policy dynamics.

Overall, this discussion affirms that the implementation of Islamic educational management functions at MAN 2 Kabupaten Bandung has made a tangible contribution to the quality of learning, although several challenges remain. The findings of this study complement previous research by providing empirical evidence that Islamic educational management, when implemented in an integrated, participatory, and value-based manner, can serve as a strategic foundation for improving the quality of learning in madrasahs.

CONCLUSION

This study shows that the implementation of Islamic educational management functions at MAN 2 Kabupaten Bandung plays an important role in improving the quality of learning. Participatory planning, collaborative organizing, value-based leadership direction, and development-oriented supervision form an integrated management system. Nevertheless, management effectiveness is still influenced by teachers' administrative workload and the dynamics of external policies. Therefore, strengthening adaptive Islamic educational management oriented toward pedagogical development is essential for the continuous improvement of learning quality.

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