



Islamic and Muhammadiyah-Based Learning Management as an Effort to Strengthen Religious Character and Student Discipline at Muhammadiyah 16 Brondong Middle School, Lamongan

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ABSTRACT

This research is motivated by the importance of learning management of Al-Islam and Muhammadiyah Education in shaping the religious character and discipline of students at SMP Muhammadiyah 16 Brondong Lamongan. The problems faced are the suboptimal planning, organization, implementation, and evaluation of learning that comprehensively internalize religious values and discipline in students. This study aims to describe the learning management of Al-Islam and Muhammadiyah education as an effort to strengthen the religious character and discipline of students by focusing on planning, organization, implementation, and evaluation. The study uses a qualitative approach with a case study type. Data collection techniques through observation, interviews, and documentation, then analyzed by data condensation, data presentation, and verification. Data sources in this study include primary data sources, namely data obtained from informants during observations at the research location. Meanwhile, secondary data sources are obtained from articles, theses, and supporting journals. The results of this study indicate that the learning management process for Islamic and Muhammadiyah education at SMP Muhammadiyah 16 Brondong, Lamongan, has been implemented according to established mechanisms and has been able to improve students' religious character and discipline. This study recommends improving teacher competency, providing supporting facilities, and strengthening more structured evaluations to ensure more effective and sustainable implementation of learning management.

INTRODUCTION

Education is not only focused on mastering cognitive aspects but also plays an essential role in shaping students' character so that they develop religious personalities, discipline, and noble morals. In the Muhammadiyah school environment, learning based on Al-Islam and Kemuhammadiyah (AIK) serves as both an identity and a strategic medium for instilling Islamic values in students. Through systematically designed, organized, implemented, and evaluated AIK learning management, it is expected that strong religious and disciplinary character will grow within students (Kartika et al., 2023).

Character education is an important element in shaping students' personalities, particularly at Muhammadiyah 16 Junior High School (SMP) Brondong Lamongan. Character education is a process designed to cultivate positive values, attitudes, ethics, and personality traits in individuals. Within the framework of Al-Islam and Kemuhammadiyah, character education emphasizes the introduction, understanding, and application of Islamic values in daily life. This aims to develop individuals who possess both intellectual intelligence and good ethics in accordance with Islamic principles (Ismu Supriyatin et al., 2024).

The subject of Al-Islam and Kemuhammadiyah is a distinctive subject taught only in educational institutions under the auspices of the Muhammadiyah organization. This subject is rich in moral and spiritual values derived from Islamic teachings, which are intended to be deeply instilled in students as a foundation for character formation (Sari, 2024).

Currently, the world of education is faced with various problems, especially those related to students' character. Phenomena such as student brawls, promiscuity, and various other negative behaviors indicate moral degradation among the younger generation. Unfortunately, these issues have not yet received optimal handling. If left unaddressed, this condition may threaten the future of the nation's next generation, distancing them from morality and noble character (Prayogi & Fina Firgotun Najiyah, 2023).

Learning management is a task carried out by educators that includes planning, implementing, and evaluating learning. Essentially, educational management is the management and execution of a set of educational and learning tasks effectively and efficiently through processes of planning, organizing, implementing, assessing, and evaluating to achieve school educational goals (Gemnafle & Batlolona, 2021).

Learning management can be achieved if the planning, implementation, and evaluation of learning programs are carried out properly and accurately. Teachers play a very important role in achieving the planned learning objectives, as they are the ones who manage the learning process.

Muhammadiyah education is built upon four pillars of character education: first, Al-Islam and Kemuhammadiyah education as the distinctive characteristic of the Muhammadiyah organization; second, educational governance with a collective leadership model; third, Muhammadiyah cadres as human resources in running Muhammadiyah educational institutions; and

fourth, the involvement of the community and students' parents in implementing Muhammadiyah education (Harianto, 2019).

Previous research conducted by Hidayat et al. (2022) on the management of madrasah principal supervision to improve the professionalism of Islamic Religious Education teachers at MTs Nahdhotul Ulama Karawang showed that principal supervision enhanced teacher professionalism. This was indicated by teachers' ability to prepare lesson plans (RPP), syllabi, materials, teaching aids, worksheets (LKS), and evaluations, manage classrooms effectively, implement more effective learning, and improve student learning outcomes.

Subsequent research by Ismail et al. (2021), entitled *Transformation of Learning Management in Improving the Quality of Islamic Primary Education Institutions at SD Islam Roushon Fikr Jombang*, revealed that planning was carried out by teachers through the preparation of lesson plans, syllabi, and learning tools in accordance with the educational calendar. Organization was conducted by the vice principal of curriculum through the division of teacher tasks based on competence. Implementation included opening, core, and closing activities. Monitoring and evaluation were carried out by the principal through supervision, which had a positive effect on learning quality and institutional competitiveness.

Further research by Afriantoni et al. (2025), entitled *Classroom Management in Improving Learning Effectiveness at MAN 4 Jombang*, showed that classroom management included learning planning, classroom arrangement, discipline enforcement, and the creation of a conducive learning atmosphere. Teachers acted as facilitators and motivators. Learning effectiveness was reflected in active student participation, improved learning outcomes, and the suitability of methods to students' characteristics. Effective classroom management was proven to enhance learning success by creating an orderly, enjoyable learning environment that supports responsibility and student achievement.

Another study conducted by Aisyah (2025), entitled *Implementation of Student Management in Improving Academic and Non-Academic Achievement at MAN 1 Morowali*, showed that student management included planning academic and non-academic programs, implementing intra- and extracurricular activities, and conducting periodic evaluations. This strategy was proven to contribute positively to improving student achievement, both academically and non-academically.

Research by Arifin (2025), entitled *Strategic Management of Strengthening Religious Character Education through Habituation Methods at SD Muhammadiyah 3 Denpasar and MI Putri Bungsu Al-Muhajirin Denpasar*, showed that the success of programs in both schools was supported by several key factors, such as strong commitment from leaders and teachers, synergy between schools and parents, and a conducive environment for religious learning. The availability of facilities such as mosques within the school environment also played an important role in supporting students' religious habituation.

Subsequent research by Islami (2025), entitled *Strengthening Student Character Education through the Management of Islamic Guidance and Counseling Services at MTs Alkhairat Alindau*, showed that the implementation of counseling

service management was carried out in two ways: individual services and group services. Individual services involved face-to-face interviews between counselors and students to discuss and resolve personal problems so that students could utilize their potential to achieve personal and social well-being. Group counseling services were provided to help students solve problems through group activities.

The novelty of this research lies in its comprehensive focus on the management of Al-Islam and Kemuhammadiyah (AIK) learning. Although there are some similarities with previous studies, this research specifically focuses on the management of Al-Islam and Kemuhammadiyah education, where Al-Islam learning materials in Muhammadiyah schools are more complex, as they are elaborated with subjects such as Fiqh, Arabic Language, Al-Qur'an and Hadith, Islamic History, and Aqidah Akhlak, as an effort to strengthen students' religious and disciplinary character. The focus of this study is on how learning management is carried out by Al-Islam and Kemuhammadiyah teachers at SMP Muhammadiyah 16 Brondong Lamongan as an effort to strengthen students' religious and disciplinary character.

This study aims to describe the management of Al-Islam and Kemuhammadiyah education learning as an effort to strengthen students' religious and disciplinary character, focusing on planning, organizing, implementation, and evaluation.

Based on this reality, the author is interested in compiling this scientific work entitled: Learning Management Based on Al-Islam and Kemuhammadiyah as an Effort to Strengthen Students' Religious and Disciplinary Character at SMP Muhammadiyah 16 Brondong Lamongan.

RESEARCH METHOD

The method used in this study is qualitative, employing a descriptive approach, namely research that describes realities and conditions at the research object in accordance with facts found in the field. This study was conducted based on the researcher's planned design and carried out at SMP Muhammadiyah 16 Brondong Lamongan, involving the principal, vice principal for curriculum, vice principals, and teachers of Al-Islam and Kemuhammadiyah education (Sugiyono, 2020).

Data sources in this study are the subjects from which the data are obtained. The data sources are divided into two types. First, primary data sources, which were obtained from informants and observational actions conducted by the researcher at the research location. Second, secondary data sources, which consist of research data collected through intermediary media in written form and used as supporting materials. In this study, the primary data obtained by the researcher during field research included data on the management of Al-Islam and Kemuhammadiyah learning, such as syllabi, lesson plans (RPP), and the established Minimum Competency Criteria (KKM). Meanwhile, secondary data served as supporting references for the researcher, including reference books and research journals relevant to the research problems (Sanusi & Misran, 2019).

The data collection techniques used in this study were observation, interviews, and documentation. The data analysis techniques applied were data reduction, data presentation, and data verification as proposed by Miles and Huberman. The data reduction stage involved collecting and selecting all information obtained from interviews and observations. The data presentation stage involved displaying the data needed for the research. The verification stage was the process in which the researcher drew conclusions based on phenomena occurring in the field. Procedurally, data collected through interviews, observations, and document reviews were analyzed using the Miles and Huberman data analysis model, which describes the data analysis process through three steps: data condensation, data display, and conclusion drawing and verification (Rijali, 2019).

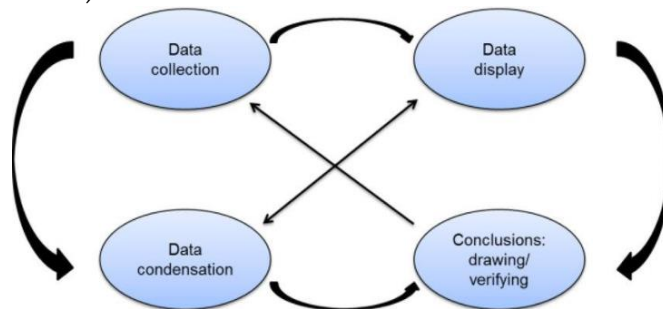


Figure 1. Miles Huberman's Data Analysis Process

Data Condensation

In data condensation, activities refer to the process of selecting, focusing, simplifying, abstracting, and transforming data found in field notes and transcripts. In this study, the process is described as follows:

a. Selecting

According to Miles and Huberman, researchers must act selectively by determining which dimensions are more important, which relationships are more meaningful, and, as a consequence, what information should be collected and analyzed.

b. Focusing

At the focusing stage, researchers concentrate on data related to the formulation of the research problems. This stage represents a form of pre-analysis or a continuation of the data selection stage.

c. Abstracting

Abstraction is an effort to create concise summaries that preserve the core content, processes, and essential statements. At this stage, the collected data are evaluated, particularly in relation to their quality and adequacy.

d. Simplifying and Transforming

At this stage, the research data are simplified and transformed through strict selection, brief descriptions and summaries, and by classifying data into broader patterns.

Data condensation is the process of simplifying and selecting data that are relevant to the research focus, namely the internalization of religious and disciplinary character values in students through Al-Islam and Kemuhammadiyah learning at SMP Muhammadiyah 16 Brondong Lamongan. This process is carried out periodically to obtain data that align with the research theme, and provisional conclusions are drawn during the data collection process at SMP Muhammadiyah 16 Brondong Lamongan.

RESULTS AND DISCUSSION

Research Findings

This research examines learning management, which encompasses all learning activities at SMP Muhammadiyah 16 Brondong Lamongan, linked to learning planning, organizing, implementation, and assessment (evaluation), specifically for the subject of Al-Islam and Kemuhammadiyah Education. This study aims to describe and analyze the process of internalizing religious and disciplinary character values in students through Al-Islam and Kemuhammadiyah learning at SMP Muhammadiyah 16 Brondong Lamongan. The internalization of character values is not merely understood as a process of delivering subject matter, but rather as the formation of attitudes and personalities that are deeply embedded in students in a comprehensive and sustainable manner.

Learning planning for Al-Islam and Kemuhammadiyah education at SMP Muhammadiyah 16 Brondong Lamongan requires every teacher to have a learning plan, as this facilitates and reflects the learning activities to be carried out by teachers, helping students understand how to learn and how learning is conducted. This also fosters good work discipline so that learning can be well organized and implemented effectively. The activities carried out by teachers in developing learning materials cannot be separated from their core functions, namely managing, implementing, and evaluating learning activities.

All learning processes carried out by teachers should serve as a means of shaping and developing students' character. One effective approach is integrating character values into every subject listed in the school curriculum (Rika Sulastri & Risti Nurul Izzah, 2021).

Based on interviews and observations conducted by the researcher with Agung Fahmi, the principal of SMP Muhammadiyah 16 Brondong Lamongan, regarding concrete efforts or steps taken by Al-Islam and Kemuhammadiyah teachers in instilling religious and disciplinary character in students, he stated: "All teachers at SMP Muhammadiyah 16 Brondong are required to prepare learning instruments as part of learning planning, which include syllabi, annual programs, semester programs, analysis of learning materials, Minimum Competency Criteria (KKM), lesson plans (RPP), and assessments. Teachers must also serve as role models in the teaching and learning process." (Abdul Mustajab, Principal, Interview, 29/10/2025)

This is in line with the opinion expressed by Azik Afidin, a teacher of Aqidah Akhlak, who stated that before implementing learning activities, teachers must first prepare lesson plans that include syllabi, annual programs, semester programs, analysis of learning materials, KKM, lesson plans, and assessments. In Aqidah Akhlak learning, emphasis is placed on strengthening *tawhid* and habituating noble morals in students' daily lives. The instillation of religious and disciplinary values is not only carried out through theory but also through emotional approaches and direct practice. Learning begins with opening prayers and intentions to study for the sake of Allah. Core activities involve delivering material using appropriate methods such as exemplary stories, discussions, and real-life examples so that students understand these values as integral parts of Islamic teachings. Closing activities are carried out by providing motivation, advice, and closing prayers (Abdul Mustajab, Teacher, Interview, 29/10/2025). Regarding the implementation stage of Al-Islam and Kemuhammadiyah learning at SMP Muhammadiyah 16 Brondong Lamongan, Asa Tulus Saputra, a Kemuhammadiyah teacher, stated that:

"The strategy for instilling religious and disciplinary character values at SMP Muhammadiyah 16 Brondong Lamongan through Al-Islam and Kemuhammadiyah learning is not limited to conveying material about Muhammadiyah history, organization, and figures, but goes further by instilling character values that represent the spirit of the Muhammadiyah movement, especially religiosity and discipline. The strategies applied are divided into three main approaches: first, the exemplary approach, by consistently striving to be a role model in discipline and religious attitudes; second, value integration, where religious and disciplinary values are embedded in every learning topic; and third, learning methods, such as value-based discussions and assignments involving worship activities, such as organizing congregational prayer schedules or creating daily worship journals." (Abdul Mustajab, Teacher, Interview, 29/10/2025)

With proper planning, implementation, and evaluation of learning, teachers are able to determine learning objectives in a directed manner. Learning planning developed by teachers carries deep meaning; it is not merely a routine activity to fulfill administrative requirements, but rather a reflection of teachers' attitudes and beliefs about what is best for students.

The learning management of Al-Islam and Kemuhammadiyah education at SMP Muhammadiyah 16 Brondong Lamongan has been implemented through four stages: planning, organizing, implementation, and evaluation. The following are the results of research observations at SMP Muhammadiyah 16 Brondong Lamongan related to the management of Al-Islam and Kemuhammadiyah learning.

Table 1. Learning Management of Al-Islam and Kemuhammadiyah Education at SMP Muhammadiyah 16 Brondong Lamongan

No	Stage	Implementation in AIK Learning Management	Focus on Character Strengthening
1	Planning	In Al-Islam and Kemuhammadiyah learning at SMP Muhammadiyah 16 Brondong Lamongan, the first stage is the planning process, which includes: preparing AIK-based lesson plans (RPP); determining learning objectives that emphasize strengthening religious character (worship and morals) and discipline (punctuality and compliance with school rules); arranging AIK learning schedules in a structured manner (Dhuha prayer, Qur'an recitation, routine religious studies); and providing learning media and resources such as AIK textbooks, learning videos, and character evaluation sheets.	Religious character is instilled from the planning stage, as students are directed to recognize values of worship and morals. Discipline is formed through clear and consistent scheduling.
2	Organizing	Organizing involves dividing learning components so that learning can be implemented properly in accordance with the planned objectives. To organize Al-Islam and Kemuhammadiyah learning at SMP Muhammadiyah 16 Brondong Lamongan, strategies include arranging the division of tasks for AIK teachers and homeroom teachers to monitor students' character; forming teams for religious extracurricular activities (e.g., Hizbul Wathan, Tapak Suci, student religious study groups); establishing rules as well as reward and punishment systems that support religious and disciplinary habituation; and preparing supporting facilities	Religious character is supported through collective habituation (congregational prayer). Discipline is strengthened through clear rules and supervision.

No	Stage	Implementation in AIK Learning Management	Focus on Character Strengthening
		such as congregational prayer duty schedules and character motivation programs.	
3	Implementation	In Al-Islam and Kemuhammadiyah learning at SMP Muhammadiyah 16 Brondong Lamongan, the implementation stage consists of three activities: preliminary activities, core activities, and closing activities.	Students experience direct internalization of values. Religious character is practiced through worship activities, while discipline is reflected in orderliness and adherence to rules.
4	Evaluation	Evaluation activities of Al-Islam and Kemuhammadiyah learning at SMP Muhammadiyah 16 Brondong Lamongan are conducted through affective, cognitive, and psychomotor-based assessments. Cognitive assessment is carried out through daily tests. Teacher meetings are held to monitor students' character development. Reports on character development are provided to parents through communication books or character report cards. Evaluation results are followed up with special guidance for students who show недостат less religious and disciplinary character.	Evaluation helps observe the sustainability of religious and disciplinary character development. Students who have not shown optimal development receive further guidance so that behavioral change can be continuous.

DISCUSSION

Based on the results of interviews and observations conducted by the researcher with the principal, it was stated that all Al-Islam and Kemuhammadiyah teachers at SMP Muhammadiyah 16 Brondong Lamongan are required to prepare learning instruments as part of learning planning. These include syllabi, annual programs, semester programs, analysis of learning materials, Minimum Competency Criteria (KKM), lesson plans (RPP), and assessments. This is in line with the opinion expressed by E. Mulyasa, who states that before implementing learning activities, teachers must first prepare a learning plan that includes the syllabus, annual program, semester program,

analysis of learning materials, KKM, lesson plans, and assessments (Nuraini, 2020).

This is consistent with the statement of Azik Afidin, a teacher of Al-Islam and Kemuhammadiyah education at SMP Muhammadiyah 16 Brondong Lamongan, who stated that Al-Islam teachers are indeed required to prepare learning plans so that the learning process can achieve its objectives, namely enabling students to attain three aspects of competence: knowledge, skills, and attitudes. Such planning includes the preparation of learning instruments, syllabi, lesson plans, as well as annual and semester programs.

The achievement of optimal learning outcomes is highly dependent on well-prepared and effective planning. The effectiveness of such planning is influenced by teachers' abilities and their systematic way of thinking, enabling them to anticipate and determine various important and strategic aspects required in the learning process. Proper and meaningful curriculum development and teaching materials are crucial factors in achieving maximum learning outcomes, and these can only be accomplished by qualified teachers with a high level of professionalism (Wildan & Pasaribu, 2024).

Learning planning includes the preparation of learning materials, the selection of media, approaches, and methods, as well as assessment planning within a certain time frame to achieve predetermined objectives. In the process of preparing and developing teaching materials, teachers need to pay attention to several important aspects, including designing and developing content, formulating learning objectives, selecting appropriate methods and media, and constructing various forms of evaluation instruments to measure the level of achievement of learning objectives (Tusyanah et al., 2024).

After the planning stage, the next phase of learning management is organizing. At this stage, teachers aim to ensure clear task implementation, including selecting tools, audiovisual learning equipment, strategies, and learning media (Rohmah et al., 2023).

Organizing learning aims to arrange every component of instruction so that its implementation runs optimally and is aligned with the planned objectives. In the context of organizing Al-Islam and Kemuhammadiyah learning at SMP Muhammadiyah 16 Brondong Lamongan, strategies similar to those used in other subjects are required, namely arranging sequences and synthesizing relevant facts, concepts, procedures, and principles related to Al-Islam and Kemuhammadiyah content. This organization functions to ensure that each party carries out their duties according to their respective responsibilities. Therefore, responsibilities in organizing learning must be carried out optimally so that the teaching and learning process can proceed in accordance with the established objectives (Windy Divaci Anastasya & Syafrudin, 2020).

The implementation of learning at SMP Muhammadiyah 16 Brondong Lamongan, as conveyed by the principal, begins with the pre-instructional stage. At this stage, Al-Islam and Kemuhammadiyah teachers habituate students to pray together before starting the learning process. The teacher then checks

student attendance and conducts a pretest, either through question-and-answer sessions, quizzes, or other relevant forms.

The next stage is the instructional activity, which begins by opening textbooks as the main learning resource. The internalization of values contained in Al-Islam and Kemuhammadiyah education is not only carried out inside the classroom but also through activities outside the classroom, such as *muhadloroh*, the daily performance of Dhuha prayers, congregational prayers, and *tahsin* and *tahfidz* programs.

The allocation of learning time is 45 minutes per lesson hour with a total of two hours. Adequate facilities and infrastructure, supported by professional educators, enable the implementation of Al-Islam and Kemuhammadiyah learning at this school to run well.

The learning methods used include lectures, question-and-answer sessions to assess students' understanding, discussions, and memorization exercises. Teachers also utilize technology by presenting materials through videos or PowerPoint presentations to keep students motivated and prevent boredom during the learning process (Nur et al., 2020).

Evaluation of learning in the subject of Al-Islam and Kemuhammadiyah Education at SMP Muhammadiyah 16 Brondong Lamongan is conducted systematically. Teachers always provide reinforcement and summarize the material that has been studied. Evaluation includes cognitive, affective, and psychomotor assessments. Cognitive assessment is carried out through daily tests or written examinations, attitude assessment is conducted through observation using prepared rubrics, and skills assessment is adjusted to relevant rubrics (Putra, 2024).

According to the principal of SMP Muhammadiyah 16 Brondong Lamongan, evaluation is one of the important elements in learning interactions because it involves three main components: teachers, learning materials, and students. With structured planning, implementation, and evaluation, teachers can determine learning objectives more clearly so that the learning process runs in a directed manner. Learning plans prepared by teachers are not merely administrative obligations, but reflect teachers' perspectives, beliefs, and attitudes regarding the best ways to support students' development.

In practice, several obstacles are encountered. The principal revealed that some students are difficult to manage during lessons, such as talking among themselves, feeling sleepy, or playing with mobile phones. In addition, the density of material is often not proportional to the available time. Another challenge is the limited use of technology, especially by senior teachers. However, the school strives to overcome these issues by providing training on the use of technology for all teachers, including Al-Islam and Kemuhammadiyah teachers, so that the learning process becomes more engaging and less monotonous.

Therefore, the primary role of teachers is to create and manage a conducive learning environment that supports positive behavioral changes in students. Teachers bear the greatest responsibility for students' learning outcomes, especially during the classroom learning process (Maulida et al., 2024).

Evaluation functions to help teachers assess the extent to which students have mastered the learning material in accordance with the established learning objectives. Through appropriate evaluation, teachers can identify students' levels of understanding, difficulties encountered, and determine necessary follow-up actions such as reinforcement, repetition of material, or enrichment. In this way, the learning process can be more directed, effective, and capable of achieving optimal learning outcomes (Sholahudin et al., 2025).

CONCLUSION

The management of Al-Islam and Kemuhammadiyah education learning at SMP Muhammadiyah 16 Brondong Lamongan, implemented through structured stages of planning, organizing, implementation, and evaluation, has proven effective in strengthening students' religious character and discipline, both through intracurricular and extracurricular activities. This success indicates that effective learning management not only influences cognitive learning outcomes but also plays a significant role in shaping students' character. Furthermore, the achievement of all aspects of educational management is highly determined by teachers' commitment and professionalism in designing and managing learning activities. Adequate facilities and infrastructure, the utilization of technology, and the active involvement of the principal, along with a conducive school environment, also serve as supporting factors in enhancing students' religious character and discipline at SMP Muhammadiyah 16 Brondong Lamongan.

Theoretically, this study reinforces the concept that well-planned, well-organized, and properly evaluated learning management can contribute to the holistic development of students' character, encompassing not only the cognitive domain but also the affective and psychomotor domains. Practically, the findings imply that teachers need to continuously improve their professionalism in designing learning activities based on Islamic values, while principals are expected to strengthen their role in academic supervision and to create a learning environment that fosters religiosity and discipline.

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