LEADERIA:
JURNAL MANAJEMEN PENDIDIKAN ISLAM
Volume 7, Nomor 1, Juni 2026, Hal. 39-53

MANAGEMENT OF DIGITAL KITAB KUNING LEARNING AT THE AL-MANHAJ TRAINING INSTITUTE

Sri Wahyuni[1], Taftinatul Ilmiah[2] , Fahma Hurrosatud Diyanah[3] , Fadiah Alfi Laila[4] , Yusrolana[5]
e-mail: [1] sriwahyuni83558@gmail.com ,[2] tinthaftin@gmail.com , [3] Fahmadiyanah@gmail.com ,
[4]fadiahalfi25@gmail.com , [5]yusrolana476@gmail.com
[1, 2, 3] UIN Maulana Malik Ibrahim Malang
[4] UIN Sunan KalijagaYogyakarta
[5] UIN Kiai Haji Achmad Siddiq Jember

DOI : 10.35719/leaderia.v7i1.1311

ABSTRAK

Perkembangan teknologi digital mendorong transformasi pendidikan nonformal, termasuk pembelajaran kitab kuning yang identik dengan sistem konvensional. Fenomena ini menuntut lembaga kursus untuk mengelola pembelajaran dan organisasi berbasis digital. Penelitian ini bertujuan untuk mendeskripsikan manajemen pembelajaran kitab kuning berbasis digital di Lembaga Kursus Al-Manhaj, meliputi implementasi visi dan misi, pengelompokan kelas dan pengelolaan pembelajaran, struktural dalam manajeman lembaga, media dan tantangan pembelajaran, serta evaluasi pembelajaran dan penjaminan mutu program pembelajaran. Penelitian ini menggunakan pendekatan kualitatif deskriptif, Teknik pengumpulan data dilakukan melalui wawancara mendalam, dokumentasi, dan observasi. Analisis data meliputi reduksi data, penyajian data, serta penarikan Kesimpulan. Hasil penelitian menunjukkan bahwa visi dan misi Al-Manhaj Adalah menghadirkan pembelajaran kitab kuning berbasis digital agar mudah diakses, pengelompokan kelas yang dikelola secara berjenjang melalui program Marhalah, Mutafahim, dan Mufaqqih serta didukung pengelolaan tenaga pengajar sesuai prinsip POAC, Al-Manhaj memiliki struktur organisasi yang jelas dengan pembagian tugas sesuai fungsi manajemen POAC untuk mendukung pengelolaan Lembaga, Pembelajaran kitab kuning di Al-Manhaj didukung pemanfaatan media digital meskipun masih dihadapkan pada kendala teknis dan fleksibilitas waktu belajar, adapun evaluasi pembelajaran dilakukan secara berkelanjutan melalui evaluasi formatif, sumatif, dan umpan balik peserta didik berbasis digital untuk menjamin mutu pembelajaran.

***KataKunci**: Manajemen Pembelajaran; Pembelajaran Berbasis Digital; Kursus Kitab kuning*

ABSTRACT

The development of digital technology has transformed nonformal education, including kitab kuning learning that was previously associated with conventional systems. This condition requires course institutions to manage learning and organizational processes in a digital-based and adaptive manner. This study aims to describe the management of digital-based kitab kuning learning at Al-Manhaj Course Institution, covering the implementation of vision and mission, class grouping and learning management, organizational structure, learning media and challenges, as well as learning

evaluation and quality assurance. This research employed a descriptive qualitative approach. Data were collected through in-depth interviews, documentation, and observation. Data analysis consisted of data reduction, data display, and conclusion drawing. The findings show that Al-Manhaj provides accessible digital-based kitab kuning learning through staged class grouping in the Marhalah, Mutafahim, and Mufaqqih programs, supported by teacher management based on POAC principles. The institution applies a clear organizational structure aligned with management functions. Digital media support learning activities despite technical and time-related challenges. Learning evaluation is conducted continuously through formative and summative assessments and digital-based student feedback to ensure learning quality.

Keywords*: Learning Management; Digital-Based Learning; Kitab Kuning Courses*

INTRODUCTION

The use of digital technology in education today is becoming increasingly widespread and sophisticated, including in non-formal educational institutions. This has an impact on the learning process from one generation to the next and requires learning strategies in line with developments in information and technology(Azis, 2019), where digital technology has been used as a learning support tool, a communication medium, and an aid in managing an institution's activities. For non-formal educational institutions, online systems serve as a strategic alternative for expanding the reach of educational services while providing flexibility for learners with diverse backgrounds and circumstances. However, the implementation of online-based non-formal education cannot be understood solely as the use of digital learning media. Behind this learning process lies the need for well-organized and sustainable organizational management(Darmawan dkk., 2025).

One important aspect of this administration is organizational management. Management is the most important component in administering a program to be implemented(Azhari dkk., 2022). Furthermore, managerial factors in learning management significantly influence the success of learning. Ineffective learning management, whether in classroom organization, the selection of methods, or evaluation can prevent learning objectives from being achieved(Janah & Maulidin, 2025).

In practice, these conditions have not yet been realized in most online course providers, which still rely on simple task allocation and work coordination. Organizational structures are often not clearly defined, the roles of administrators are flexible without clear job boundaries, and coordination still depends on informal communication. Furthermore, the use of digital technology in online course providers is generally focused more on learning activities. Meanwhile, managerial functions such as administrative management, activity scheduling, program implementation monitoring, and performance evaluation of administrators are not yet fully managed through a well-planned and integrated digital system.

Kondisi tersebut menunjukkan bahwa, penggunaan teknologi digital seharusnya tidak hanya menyentuh aspek pembelajaran, tetapi juga mendukung pengelolaan organisasi secara menyeluruh. Pembelajaran berbasis daring menuntut adanya pembagian peran yang jelas, seperti pengajar, pengelola akademik, admin kelas daring, serta pengelola media pembelajaran. Tanpa pengorganisasian yang sistematis, penyelenggaraan kursus daring berpotensi berjalan kurang efektif dan sangat bergantung pada individu tertentu, karena kegiatan pembelajaran dituntut untuk tetap memberikan pelayanan yang prima dan baik sesuai standar Pendidikan (Saifulloh & Darwis, 2020).

One institution that can serve as a case study is a religious course provider that conducts online learning, including institutions offering "Kitab Kuning" courses. "Kitab Kuning" learning has academic characteristics that demand structured management, continuity of material, and consistency in implementation. Therefore, organizational management is a critical factor in maintaining the quality and sustainability of online "Kitab Kuning" learning (Bararah & Pd, 2020). In this context, the Al-Manhaj Course Institute is a Kitab Kuning course provider that has been conducted entirely online since its inception. This online format provides easy access for students from various regions. However, at the same time, this model requires neat and structured organizational management, particularly in the division of tasks, the establishment of an organizational structure, and coordination patterns based on digital technology.

This aligns with previous research on the organizational management of digital-based course institutions, though with a different focus and approach. For example, the study *"Organizational Management of Digital-Based Arabic Language Courses"* (Jannah & Mufidah, 2025), and the study "Analysis of the Management of Arabic Language Learning Programs at the Egypt Islamic Boarding and Course Pare" (Alfakhaera & Mufidah, 2025) these two studies place greater emphasis on the utilization of digital technology and describe program planning in Arabic language learning. Meanwhile, the organizational aspects of institutions, particularly religious course institutions with "Kitab Kuning" learning characteristics, have not been studied in depth, and digital technology in these studies is generally positioned as a learning medium rather than as part of the organization's operational system.

Based on previous literature reviews, there remains a research gap regarding the application of digital-based organizational management in "Kitab Kuning" course institutions that have been conducted online from the outset. The novelty of this study lies in its effort to examine the organizational structure of "Kitab Kuning" course institutions by positioning digital technology as a tool for organizational operations, particularly in task allocation, the establishment of organizational structures, and coordination patterns among administrators.

This study was conducted to understand how organizational management is applied in the operation of the Al-Manhaj Course Institution. The focus of the study is on how the institution establishes its organizational structure, allocates roles and responsibilities among administrators, and utilizes digital technology to support work coordination and the continuity of online Kitab Kuning learning. Thus, this study is expected to provide a more in-depth understanding of organizational management practices in Kitab Kuning course institutions within a digital context.

METHOD

This study employs a descriptive qualitative approach aimed at conducting an in-depth and systematic examination of digital-based "Kitab Kuning" learning management at the Al-Manhaj Course Institute. This approach was chosen because it allows the researcher to understand the phenomenon contextually and holistically in accordance with real-world conditions in the field(Waruwu, 2024). The research subject is the founder of the Al-Manhaj Course Institute, who was selected through purposive sampling because he plays a strategic role in the planning and management of the learning program.

Primary data collection was conducted through in-depth interviews and non-participant observation, supported by documentation. Secondary data were obtained through a literature review of journals and relevant sources to strengthen the empirical findings. Data analysis was conducted following the Miles and Huberman model, which includes the stages of data reduction, data presentation, and drawing conclusions and verification Data validity was ensured through triangulation of sources and techniques, by comparing the results of interviews, documentation, and literature findings to ensure data consistency and credibility(Husnullail & Jailani, 2024). Through this approach, this study is expected to provide a comprehensive overview of the management of digital "Kitab Kuning" learning at the Al-Manhaj Course Institute.

RESULTS AND DISCUSSION

The discussion of this study's results is grounded in the concept of management as the foundation for the administration of educational institutions. Management is fundamentally understood as the process of planning, organizing, coordinating, and supervising various resources to achieve objectives effectively and efficiently(Khaerah & Fitria, 2024). Terry explains that management encompasses planning, organizing, actuating, and controlling(Wijayanti & Wicaksana, 2023). Hasibun asserts that management is both a science and an art in effectively and efficiently organizing the utilization of human and other resources to achieve a specific goal(Darim, 2020).

In the context of education, management is not only related to the learning process in the classroom but also involves the overall management of the institution, ranging from the formulation of vision and mission, the division of roles, to the management of learning programs(Maujud, 2018). This becomes even more important for online-based educational institutions, such as Al-Manhaj, which require organizational management that is orderly, structured, and adaptable to the use of digital technology.

1. Implementation of Al-Manhaj's Vision and Mission

The Al-Manhaj educational institution was founded out of concern over the younger generation's growing distance from the Islamic scholarly tradition rooted in classical Islamic texts (kitab kuning). In fact, these classical texts serve as the primary authoritative references for understanding Islamic teachings(Puput Lestari, 2022). In practice, the study of the "Yellow Books" remains synonymous with the pesantren environment, serving as a key element of the pesantren where students acquire a comprehensive set of values and social knowledge. Consequently, the "Yellow Books" play a highly significant role and constitute a vital part of the invaluable Islamic scholarly heritage that has been firmly preserved for nearly 15 centuries(Paramansyah dkk., 2022). Meanwhile, outside of pesantren, access to structured and continuous study of these texts is relatively limited. This situation has resulted in many people, articularly the younger generation not raised in pesantren lacking the ability to read and understand these texts adequately.

From the perspective of Islamic education management, the establishment of Al-Manhaj can be understood as an effort to address this gap in educational services. Pesantren already have a well-established system for studying classical Islamic texts, whereas the general public has not yet been fully provided with such opportunities. Therefore, Al-Manhaj serves as a training institution that seeks to offer pesantren-style learning in a more flexible and accessible format, without compromising the scholarly essence of the classical texts. The vision of the Al-Manhaj educational institution is "**To make classical Islamic texts accessible throughout the Indonesian archipelago**". This vision is realized through the mission of integrating the scholarly traditions of Islamic boarding schools with learning approaches that are in line with the times. One of the strategies adopted is the implementation of online learning. This choice is based on considerations of limited space and time, while also serving as a first step in planning the development of in-person learning in the future. Additionally, the online system allows students who are located far from the institution's campus or who have time constraints to continue studying the classical Islamic texts effectively and flexibly.

The objectives of the Al-Manhaj course center are not only focused on improving technical skills in reading and understanding classical Islamic texts but are also aligned with national educational goals. This is in line with the National Education System Law No. 20 of 2003, which emphasizes that

education is a conscious and planned effort to develop students' potential—in terms of spiritual and religious aspects, self-control, personality, intelligence, noble character, and the skills needed for life in society(Zakki dkk., 2022). The study of classical Islamic texts at Al-Manhaj is positioned as a means of shaping students who are knowledgeable, possess good character, and have a strong religious consciousness.

2. Class Grouping and Learning Management

Based on the results of observations and direct interviews with the founder of the Al-Manhaj institution, it is evident that this institution is managed through a gradual and well-planned program for studying classical Islamic texts(Syam dkk., 2022). There are three main class programs organized in a tiered structure: the ***Marhalah, Mutafahim, and Mufaqqih*** programs. These three programs are designed to guide students from the stage of basic mastery to the stage of application in reading and understanding religious texts.

The **Marhalah** program consists of two levels, namely Marhalah I and Marhalah II, which focus on the study of grammatical tools namely nahwu and sharaf from the beginner to the advanced level. This program serves as the primary foundation for the learning process, as mastery of these grammatical tools is considered an essential prerequisite for understanding classical Islamic texts. Once students have acquired a sufficient linguistic foundation, their studies continue in the **Mutafahim** program a practical class focused on reading classical texts, with an emphasis on analyzing word placement and sentence structure. Through this class, students are trained to directly apply the rules of nahwu and sharaf to the texts.

The next stage is the **Mufaqqih** program, which focuses on the practice of translating and understanding the content of the classical texts. At this stage, students are guided not only to be able to read the text but also to understand the meaning and messages contained within it. Thus, the study of classical texts does not stop at technical aspects but continues toward substantive understanding.

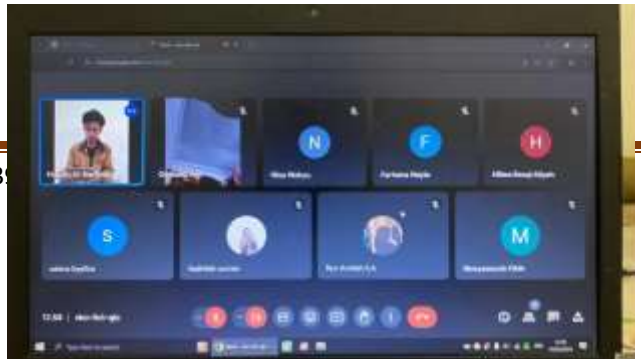


Figure 1. Al-Manhaj Learning

A distinctive feature of learning at the Al-Manhaj course institute lies in its emphasis on practical methods, with a composition of approximately 80% practice and 20% lecture. This approach is implemented to help students more quickly understand and retain the material they have studied. In terms of implementation, each course consists of 15 sessions, with a minimum duration of one hour per session. Each session has clearly defined material objectives, ensuring that the learning process is focused and measurable.

To maintain the effectiveness of learning, only one session is held per day, while there are at least three sessions per week. Additionally, the learning schedule is set flexibly through mutual agreement between the administrators and the students. This approach is taken so that learning does not become a burden for the students, while also ensuring the continuity and consistency of their participation in the course program.

This demonstrates that the management of the Al-Manhaj course institution reflects adaptive practices in Islamic educational management. The integration of pesantren traditions, the utilization of digital technology, and practice-based learning strategies position Al-Manhaj as a model for classical Islamic text (Kitab Kuning) education that is relevant to the needs of society and the changing times, without abandoning the roots of Islamic scholarly tradition. Meanwhile, the management of teaching staff at the Al-Manhaj course institution is carried out through an internal selection system based on academic competence and pedagogical experience. Selection criteria include mastery of nahwu and sharaf, the ability to read classical Islamic texts, proficiency in Arabic, and teaching experience, with consideration given to an alumni background from Islamic boarding schools, particularly Pesantren Sidogiri. Policies regarding recruitment strategies are crucial and should not be underestimated, as the quality of instructors and the effectiveness of instruction ultimately depend on the recruitment strategy itself. This process is part of planning and organizing, as the selection is conducted to place the right instructors in positions that align with the program's

needs, while ensuring that their competencies align with the institution's goals of delivering high-quality Kitab Kuning instruction.

In addition to selection, Al-Manhaj periodically conducts internal training for teaching staff as part of the execution (Actuating) and monitoring (Controlling) phases. This training aims to enhance mastery of the subject matter, align teaching methods, and adapt instructional strategies to the online system. This practice demonstrates that faculty management does not end with recruitment but is continuously nurtured to ensure that the quality of learning is maintained, consistent with the institution's vision, and aligned with the POAC principles in educational management: thorough planning, clear organization, effective implementation, and continuous quality control.

In management, organization is a crucial function that links planning with the implementation of activities. Organization is understood as the process of creating, building, and establishing a structure composed of integrated sub-units, thereby fostering strong, interdependent relationships among individuals as part of the effort to achieve the organization's goals efficiently and effectively(Umam dkk., 2019). Terry states that organizing involves determining activities, grouping tasks, assigning responsibilities, and coordinating work relationships(Rifaldi Dwi Syahputra & Nuri Aslami, 2023). In line with this, Handoko explains that an organizational structure is the formal manifestation of organization that illustrates the division of labor, lines of authority, and patterns of coordination among departments within an organization(Asyraini, 2021).

In the context of educational institutions, the organizational structure serves not only as an administrative chart but also as a working guideline that defines the roles and responsibilities of each managerial element(Muljawan, 2019). Clarity in structure and role distribution is essential to ensure that the learning management process runs in an orderly, coordinated, and sustainable manner, particularly in online-based course institutions that require collaborative and responsive work. Based on the results of in-depth interviews with the founder of the Al-Manhaj training institution, it was found that the institution's management is consciously designed and implemented in accordance with the functions of educational management.

Table 1. Al-Manhaj Institution's Management Structure

Name	Position	Management Functions	Description of Main Duties
Husain	Founder	Planining and Controling	Formulating the institution's vision, mission, objectives, and strategic

			policies, as well as evaluating and overseeing programs, management performance, and finances.
Rudi Arianto	Vice	Organizing	Organizing and coordinating all of the institution's programs and ensuring that all departments work in harmony.
M. Zainal Abidin	Treasurer	Organizing	Managing the organization's finances
M.Usman	Administratio n	Organizing	Coordinating the institution's technical and operational administration.
Dina Nur Alfiah	Admin	Actuating	Providing services to students, managing classes, and handling complaints and feedback.

As shown in the diagram above, the alignment between the organizational structure depicted in the diagram and field findings indicates that the Al-Manhaj training institution has implemented the POAC management functions in an integrated and sustainable manner.

3. **Learning Media and Challenges**

The use of digital learning media at the Al-Manhaj Institute demonstrates the institution's adaptation to technological advancements in supporting the learning process and the dissemination of knowledge. Learning takes place via Google Meet, which enables real-time interaction between instructors and students, while social media platforms such as TikTok, Instagram, and YouTube are used as tools for promotion as well as the flexible dissemination of educational content and discussions on classical Islamic texts. The content is presented and organized based on themes in the classical Islamic texts that are relatively rarely discussed, thereby providing added value in terms of depth and scholarly relevance.

Although digital-based learning offers flexibility and a wide reach, its implementation at the Al-Manhaj Institute also faces a number of challenges. One of the main challenges is coordinating schedules among students who have diverse backgrounds and schedules, which affects participation levels in learning. Additionally, limited and unstable internet connectivity poses technical obstacles that can hinder smooth interaction, understanding of the material, and effective communication between instructors and students.

These conditions align with e-learning theory, which states that the success of online learning is influenced by the readiness of technological infrastructure, adequate internet access, and flexibility in students' learning schedules(Meilinda dkk., 2025). Therefore, to overcome these challenges, digital learning must be supported by the use of content, learning recordings, and flexible access to materials so that the learning process remains effective despite limitations in time and internet connectivity. This approach reflects the application of the principles of blended and flexible learning in digital-based learning.

4. Learning Evaluation and Quality Assurance of the Learning Program

Learning evaluation at the Al-Manhaj digital-based training institution is carried out as a strategic component of the institution's quality assurance efforts to ensure the achievement of learners' competencies and the effectiveness of the learning process. Evaluation is designed systematically and continuously using digital technology so that it can comprehensively assess students' level of understanding and skills, both during the learning process and at the end of the learning program(Syafi'i dkk., 2025).



Figure 2. Learning Evaluation

The implementation of learning evaluation is carried out through several stages. *First*, formative evaluation—which serves as initial feedback in the learning process is conducted at the end of each session. Specifically, students are given hands-on digital-based practice aligned with the material they have studied, whether through online demonstrations, interactive assignments, or the use of learning applications. This evaluation aims to directly assess students' understanding and serves as a basis for instructors to adjust their teaching strategies.

In addition to evaluations at each session, the institution also conducts periodic evaluations every five sessions to assess the cumulative progress of students' understanding and mastery of skills. These evaluations are carried out through digital assessments, such as online quizzes, structured assignments, or project-based activities. These periodic evaluations play a crucial role in monitoring students' learning progress while identifying learning challenges encountered during the learning process, thereby constituting part of ongoing formative assessment.

The *second* stage is the final evaluation, known as summative evaluation, which is used to assess students' overall learning outcomes. At the end of the learning program, the digital-based Al-Manhaj Course Institute conducts a final evaluation in the form of an online oral test, which serves as the basis for determining students' eligibility for graduation. This evaluation is comprehensive because it assesses both students' mastery of the material and their ability to verbally communicate their understanding through digital media.

To strengthen the institution's quality assurance, the digital-based Al-Manhaj Course Institute also implements a two-way feedback system as part of the learning evaluation process. Students are given the opportunity to provide suggestions, criticism, and feedback regarding the

quality of teaching, learning methods, and the material delivered through digital media. This system serves as a reflective tool for the institution and instructors to continuously improve the quality of educational services and ensure that the learning process is tailored to the needs and characteristics of the students.

CONCLUSION AND RECOMMENDATIONS

Based on the research findings and discussion regarding the management of digital-based Kitab Kuning learning at the Al-Manhaj Course Institute, the following conclusions can be drawn.

1. The management of Kitab Kuning learning at the Al-Manhaj Course Institute has been carried out in a planned and adaptive manner using digital technology, as reflected in the implementation of the institute's vision and mission to make Kitab Kuning learning easily accessible to the general public.
2. Class grouping and learning management are carried out in stages through the Marhalah, Mutafahim, and Mufaqqih programs, which are designed to guide students from basic proficiency to a substantial understanding of the classical Islamic texts, and are supported by faculty management based on the POAC management principles.
3. The organizational structure of the Al-Manhaj course institution is clearly defined, with the division of tasks and responsibilities aligned with the POAC management functions, thereby supporting the effectiveness of institutional management and the sustainability of online-based learning.
4. The use of digital media in the study of classical Islamic texts supports the learning process and the dissemination of knowledge, although it still faces technical challenges, particularly limited internet connectivity and the need for flexibility in students' study schedules.
5. Learning evaluation at the Al-Manhaj Course Institute is conducted continuously through formative and summative assessments, as well as digital-based student feedback, as part of efforts to ensure the quality of the learning program.

Based on the research findings, the author offers the following recommendations.

1. The Al-Manhaj Course Institute is expected to continue developing its digital learning system, particularly by strengthening technical infrastructure, providing learning recordings, and implementing more flexible scheduling to address network constraints and student participation issues.

2. The organization's management and learning management, which have been functioning well, need to be continuously improved through the use of more integrated digital technology, particularly in the areas of administration, learning monitoring, and evaluation of administrators' performance.
3. For future researchers, it is recommended to examine the management of digital-based Kitab Kuning learning using different approaches and focuses, such as learning effectiveness, student satisfaction, or comparisons with similar course institutions, in order to enrich the body of research on Islamic education management in the digital age.

DAFTAR PUSTAKA

Ahmad, D. Z., Zohriah, A., & Syherni, E. S. (2024). Pengadaan Sumber Daya Manusia Dalam Lembaga Pendidikan. *JJEM: Jambura Journal of Educational Managemen*, *5*(1), 26–33. https://doi.org/10.37411/jjem.v5i1.2734

Alfakhaera, A., & Mufidah, N. (2025). Analisis Manajemen Program Pembelajaran Bahasa Arab di Egypt Islamic Boarding and Course Pare. *Mahira: Journal of Arabic Studies & Teaching*, *3*(2), 124–138. https://doi.org/10.14421/mahira.2025.32.05

Asyraini, S. (2021). Peranan Struktur Organisasi Dalam Meningkatkan Koordinasi Kerja Pada Pt. Astra Internasional Medan. *Juripol*, *4*(1), 353–364. https://doi.org/10.33395/juripol.v4i1.11160

Azhari, A., Arief, G. R. R., & Hilmi, D. (2022). Peningkatan Kualitas Pembelajaran Bahasa Arab Pada Program Kallimni Kelas Online Lembaga Bahasa Al-Azhar Pare. *Al-Fathin: Jurnal Bahasa dan Sastra Arab*, *5*(2).

Azis, T. N. (2019). Strategi Pembelajaran Era Digital. *Annual Conference on Islamic Education and Social Sains (ACIEDSS 2019)*, *1*(2).

Bararah, I., & Pd, M. (2020). Pengelolaan Sarana Dan Prasarana Pendidikan Dalam Meningkatkan Kualitas Pembelajaran. *Jurnal Mudarrisuna: Media Kajian Pendidikan Agama Islam*, *10*(2).

Darim, A. (2020). Manajemen Perilaku Organisasi Dalam Mewujudkan Sumber Daya Manusia Yang Kompeten. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, *1*(1), 22–40. https://doi.org/10.31538/munaddhomah.v1i1.29

Darmawan, D., Hadiyanti, P., Wibowo, S., Syah, R., & Abdillah, M. F. (2025). Development of Digital Learning Media for Community-Based Education: A Collaborative Innovation and Literacy Framework. *Journal of Nonformal Education*, *11*(2). https://doi.org/10.15294/jone.v11i2.32060

Husnullail, M., & Jailani, M. S. (2024). Teknik Pemeriksaan Keabsahan Data Dalam Riset Ilmiah. *Journal Genta Mulia*, *15*(2).

Janah, S. W., & Maulidin, S. (2025). Strategi Sekolah Dalam Membentuk Karakter Religius Pada Anak Usia Dini: Studi Di Paud Laskar Pelangi Srikaton. *Edukids : Jurnal Inovasi Pendidikan Anak Usia Dini*, *4*(2), 69–79. https://doi.org/10.51878/edukids.v4i2.4201

Khaerah, J., & Fitria, R. A. (2024). Mengoptimalkan Pendidikan Dengan Fungsi Manajemen Yang Tepat. *FRAME: Foundations of Research and Management in Education*, *1*(1), 65–71.

Maujud, F. (2018). Implementasi Fungsi-Fungsi Manajemen dalam Lembaga Pendidikan Islam (Studi Kasus Pengelolaan Madrasah Ibtidaiyah Islahul Muta'allim Pagutan). *Jurnal Penelitian Keislaman*, *14*(1), 31–51. https://doi.org/10.20414/jpk.v14i1.490

Meilinda, N., Julia, A., Nurizzati, M., Sulastri, S. D., & Putra, R. R. (2025). Pemanfaatan Teknologi Pembelajaran Pai (Media Dan Sumber Belajar Berbasis Teknologi Dan E-Learning Dan Blended Learning Untuk Pai. *JIPI: Jurnal Ilmu Pendidikan Islam*, *23*(04), 266–274. https://doi.org/10.36835/jipi.v23i4.255

Muljawan, A. (2019). Struktur Organisasi Perguruan Tinggi Yang Sehat Dan Efisien. *Jurnal Tahdzibi: Manajemen Pendidikan Islam*, *4*(2). https://doi.org/10.24853/tahdzibi.4.2.67-76

Paramansyah, A., Siradj, S., & Husna, A. I. N. (2022). Karakteristik Pembelajaran Kitab Kuning di Pondok Pesantren: Studi Kasus Pondok Pesantren Sirojul Munir Jatisari—Jatiasih Kota Bekasi. *As-Syar'i: Jurnal Bimbingan & Konseling Keluarga*, *4*(2), 221–247. https://doi.org/DOI:%252010.47476/assyari.v4i2.1101

Puput Lestari. (2022). Tradisi Penulisan Dan Pengajaran Kitab Pesantren: Proses Membangun Otoritas Dalam Kitab Kuning. *Jurnal Kajian Islam Interdisipliner*, *7*(2), 81–101. https://doi.org/10.14421/jkii.v7i2.1331

Qomaruddin, Q., & Sa'diyah, H. (2024). Kajian Teoritis tentang Teknik Analisis Data dalam Penelitian Kualitatif: Perspektif Spradley, Miles dan Huberman. *Journal of Management, Accounting, and Administration*, *1*(2), 77–84. https://doi.org/10.52620/jomaa.v1i2.93

Rifaldi Dwi Syahputra & Nuri Aslami. (2023). Prinsip-Prinsp Utama Manajemen George R. Terry. *Manajemen Kreatif Jurnal*, *1*(3), 51–61. https://doi.org/10.55606/makreju.v1i3.1615

Saifulloh, A. M., & Darwis, M. (2020). Manajemen Pembelajaran dalam Meningkatkan Efektivitas Proses Belajar Mengajar di Masa Pandemi Covid-19. *Bidayatuna: Jurnal Pendidikan Guru Mandrasah Ibtidaiyah*, *3*(2), 285. https://doi.org/10.36835/bidayatuna.v3i2.638

Syafi'i, M., Samsudin, M., Abidin, Z., & Basarrudin, M. (2025). Evaluasi Pendidikan Sebagai Dasar Pengembangan Instrumen Penilaian Berbasis Kompetensi. *Jurnal Akuntansi, Manajemen, dan Ilmu Pendidikan (JAMED)*, *1*(4).

Syam, R., Muchtar, M. I., & Juhanis, H. B. (2022). Manajemen Evaluasi Pembelajaran dalam Meningkatkan Mutu Lulusan di Lembaga Studi Bahasa Arab Ma'had Al-Birr Makassar. *Jurnal Ilmiah Iqra'*, *16*(2), 151. https://doi.org/10.30984/jii.v16i2.2020

Umam, I., Hasin, Moh., & Arifa, Z. (2019). Manajemen Pengorganisasian Program Kursus Markaz Bahasa Arab Darul Lughah Waddirasat Islamiyah. *An Nabighoh: Jurnal Pendidikan dan Pembelajaran Bahasa Arab*, *21*(01), 43. https://doi.org/10.32332/an-nabighoh.v21i01.1376

Waruwu, M. (2024). Pendekatan Penelitian Kualitatif: Konsep, Prosedur, Kelebihan dan Peran di Bidang Pendidikan. *Afeksi: Jurnal Penelitian dan Evaluasi Pendidikan*, *5*(2), 198–211. https://doi.org/10.59698/afeksi.v5i2.236

Wijayanti, N., & Wicaksana, F. (2023). Implementasi Fungsi Manajemen George R Terry Dalam Meningkatakan Mutu Lembaga Pendidikan. *Jurnal Cerdik: Jurnal Pendidikan dan Pengajaran*, *3*(1), 30–43. https://doi.org/10.21776/ub.jcerdik.2023.003.01.04

Zakki, A., Husna, A., Adha, I., Al-Mitsaq, H., Zul, O., Haq, I., & Nasution, S. (2022). Aksiologis dalam Pendidikan Indonesia (Tinjauan Pasal 1 Ayat 1 UU No. 20/2003 Tentang Sistem Pendidikan Nasional). *Urnal Nusantara Of Research*, *9* (20), 103–115.