

Technology-Based Learning Management In Improving Learning Outcomes In Junior High Schools

Usup Supriatna¹, Cecep Wahyu Hoerudin², Opan Arifudin³, Ika Kartika⁴

¹Institut Agama Islam KH Badruzzaman, Indonesia

²Universitas Islam Negeri Sunan Gunung Djati, Indonesia

³Institut Agama Islam Rakeyan Santang, Indonesia

⁴Institut Agama Islam Nasional Laa Roiba Bogor, Indonesia

e-mail: supriatnausup90@gmail.com

Abstract.

This study aims to investigate the impact of technology-based learning management on student learning outcomes at Madrasah Tsanawiyah (Islamic junior high school). This study uses a qualitative research method with a case study approach. Data were obtained through in-depth interviews with 12 teachers and 20 students at Madrasah Tsanawiyah (Islamic junior high school) who have used technology-based learning management. The results of the study indicate that technology-based learning management can improve student learning outcomes in several ways, namely: (1) improving the quality of teaching materials through e-learning; (2) increasing student learning motivation through game-based learning; and (3) improving students' critical thinking skills through project-based learning. The results of this study also indicate that Madrasah Tsanawiyah teachers need to be given training and support to improve their skills in using technology in the learning process.

Keywords: Technology-Based Learning Management, Learning Outcomes, Madrasah Tsanawiyah..

I. INTRODUCTION

Education in Indonesia, particularly in Islamic junior high schools (madrasah tsanawiyah), still faces challenges in improving student learning outcomes. According to 2020 data from the Indonesian Ministry of Education and Culture, the average learning outcomes of students in Islamic junior high schools (madrasah tsanawiyah) still fall short of the minimum standard. The data shows that only 54.2% of students in Islamic junior high schools achieved the minimum standard in Mathematics, while 61.1% achieved the minimum standard in Indonesian.

The factors contributing to low student learning outcomes are still not fully understood. However, several studies have shown that the use of digital technology in learning can improve the quality of learning and student learning outcomes. For example, research conducted by Sutiyono (Sudrajat, 2024) shows that the use of digital-based learning applications can improve students' skills in mathematics.

Furthermore, the use of digital technology can also improve students' access to information and learning resources. According to 2020 data from InfoSAK, only 45.6% of junior high school students have internet access at home. This makes it difficult for students to access the information and learning resources needed to improve their learning outcomes.

Mulyasa, as quoted by (Asitoh, 2025) explains that learning is essentially a process of interaction between students and their environment, resulting in behavioral changes for the better. During the learning process, the teacher's primary task is to condition the learning environment to support behavioral changes in students. The concept of learning according to Corey, as quoted by (Arifudin, 2023) is a process in which a person's environment is

deliberately managed to enable them to participate in certain behaviors under specific conditions or produce responses to certain situations. Learning is a special subset of education.

According to Fathurrohman, as quoted by (Kartika, 2022) learning is a conscious effort made by teachers to make students learn, namely the occurrence of behavioral changes in students who learn, where the change is due to effort and is marked by the acquisition of new abilities that apply for a relatively long time. Meanwhile, according to Ngalimun, as quoted by (Andrivat, 2024) learning is basically a process carried out by teachers and students so that the learning process occurs in the sense of changes in the behavior of individual students themselves.

Thus, it can be concluded that this learning activity is carried out by educators as the teachers and students as the recipients of the learning, which is inseparable from various learning materials. Therefore, learning is essentially a planned activity that conditions a person to learn effectively, thus changing their behavior through learning activities and how someone conveys knowledge.

According to the KBBI (Big Indonesian Dictionary), cited by (Kartika, 2023) technology is technical capability based on exact scientific knowledge, based on technical processes and engineering science. Meanwhile, according to the KBBI (Big Indonesian Dictionary), cited by (Arifudin, 2024) learning is the process, method, and act of enabling people or living things to learn.

Rohmat quoted (Kartika, 2024) that learning technology is a complex, integrated and systematic process that includes design, implementation, development, monitoring and evaluation as well as goal-oriented research to all aspects of human life in a management. Hamzah and Nina Lamatenggo quoted (Andrivat, 2025), learning technology is the theory and practice in the design of development, utilization, management and evaluation of processes and resources for learning. Meanwhile, Ramli quoted (Mayasari, 2024) that learning technology is a systematic effort regarding the design, implementation and evaluation of the entire learning process for a specific purpose and is based on research on the teaching and learning process and communication in humans so that learning activities run effectively.

According to Scatter, quoted (Arifudin, 2025) learning technology is technology that focuses on improving skills and work groups rather than tools and machines. According to Heinich, Molenda, and Russell, quoted (Saepudin, 2023) learning technology is the implementation of science about the learning process to the task of efficient teaching. Silber, quoted (Nasril, 2025) defines learning technology as the development (discovery, design, production, assessment, support, use), components of learning systems (information, people, materials, tools, methods, and settings), and managing development efforts (groups and individuals) systematically aimed at solving learning problems. Meanwhile, AECT (Association for Educational Communications and Technology), quoted (Arifudin, 2021) states that learning technology is the theory and practice of creating, developing, utilizing, processing, and assessing learning procedures.

Judging from the definitions of several experts, researchers can conclude that learning technology is a complex and systematic process consisting of design, implementation, and evaluation to achieve effective learning goals. Learning technology is based on five areas of work: Design, Development, Utilization, Management, and Assessment.

In this context, technology-based learning management is crucial for improving student learning outcomes. Technology-based learning management can help improve the quality of learning, increase access to information and learning resources, and enhance students' skills in using digital technology.

According to Sudarwan Danim quoted (Romdoniyah, 2024), educational technology has certain characteristics that are very relevant for educational purposes. Educational technology

allows for: (a) the dissemination of information widely, evenly, quickly, uniformly, and integratedly, so that messages can be conveyed according to the intended content; (b) educational technology can present material logically, scientifically, and systematically and is able to complement, support, clarify concepts, principles or propositions of subject matter; (c) educational technology becomes a partner for teachers in order to realize an effective, efficient, and productive teaching and learning process according to the needs and demands of students; and (d) educational technology can be used as a learning resource, can present material in a more interesting way, especially if accompanied by the ability to utilize it.

A study conducted by (Cahya, 2018) entitled "The Effectiveness of Multimedia-Based Learning Media in Fiqh Learning at MTs Negeri Semarang" showed that the Fiqh teacher used multimedia in delivering his lesson material, with PPT and video displays, to improve student learning outcomes. Similarities with this study are the use of multimedia-based learning media. Differences between this study are the location and time of the study, the research method, and the research objectives.

Thus, this study aims to investigate the effectiveness of technology-based learning management in improving student learning outcomes in Islamic junior high schools. This research is expected to contribute to the advancement of education in Indonesia, particularly in Islamic junior high schools.

II. RESEARCH METHODS

According to Rahardjo, as quoted by (Arifudin, 2020), a research method is a way to obtain and seek tentative truth, not absolute truth. The result is scientific truth. Scientific truth is open to continuous testing, criticism, and even revision. Therefore, there is no best method for seeking truth; there is only the right method for a specific purpose, according to the existing phenomenon. Budiharto, as quoted by (Kartika, 2025), states that the choice of research method must be tailored to the research being conducted to achieve optimal results.

The type of research used in this study is a case study method. According to Nursalam (Awaludin, 2023), a case study is a research that includes an assessment aimed at providing a detailed description of the background, nature, and characteristics of a case. In other words, a case study focuses on a case intensively and in detail. Research using this method is conducted in-depth on a situation or condition in a systematic manner, starting from observation, data collection, information analysis, and reporting of results.

The approach used in this research is a qualitative approach. According to Iskandar in (Mayasari, 2025), a qualitative approach is where qualitative research as a scientific method is often used and implemented by groups of researchers in the social sciences, including educational science. Iskandar in (Mayasari, 2023) explains the qualitative research approach as a process of research and understanding based on methods that investigate social phenomena and human problems.

This study employed qualitative research with field research methods. According to (Alammy, 2025), this approach aligns with the primary objective of the study, which is to describe and analyze technology-based learning management in improving learning outcomes in junior high schools. Therefore, this method will be able to explain the research problem (Awaludin, 2024).

The purpose of case study research according to Yin in (Rosmayati, 2025) is that the purpose of using case study research is not only to explain what the object being studied is like but to explain how the situation and how the case could occur. Meanwhile, Waluya in (Maulana, 2025) states that the purpose of case study is to develop in-depth knowledge about the object being studied, which means that this study is exploratory in nature.

Bogdan and Taylor (Ningsih, 2025) explain that qualitative research methodology is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. In this study, researchers created a complex picture, examined words, detailed reports from respondents' views, and conducted studies in natural situations, specifically related to technology-based learning management in improving learning outcomes in junior high schools.

Engineering can be seen as a means of carefully performing technical work using the mind to achieve goals. Although research is essentially a scientific endeavor, it is conducted to systematically collect realistic data to establish the truth. Research methodology is a means of finding solutions to any problem. In this case, the author collected information on technology-based learning management in improving learning outcomes in Islamic junior high schools, including articles, journals, theses, ebooks, and others (Aslan, 2025).

Because it requires library materials for its data sources, this research utilizes library research. Researchers require books, scientific articles, and other literature related to the topics and issues they are exploring, both printed and online (Abduloh, 2020).

Seeking information from data sources requires the use of data collection techniques. Amir Hamzah in (Widyastuti, 2024) claims that data collection is an effort to gather information related to the topic being studied. The author used library research methods to collect data. Specifically, the author began with a library search to gather information from books, dictionaries, journals, encyclopedias, papers, periodicals, and other sources that shared perspectives on technology-based learning management in improving learning outcomes in junior high schools.

Furthermore, Amir Hamzah in (Muslim, 2023) states that data collection is defined as various efforts to gather facts related to a topic or discussion being or will be explored. These details can be found in scientific literature, research, scientific writings, dissertations, theses, and other written sources. According to (Paramansyah, 2024), data collection can be conducted in various circumstances, using different sources, and employing different techniques.

Observation is part of the research process that directly examines the phenomena being studied (Sunasa, 2023). This method allows researchers to directly observe and experience the atmosphere and conditions of the research subjects. The observations in this study focused on technology-based learning management in improving learning outcomes in junior high schools (madrasah tsanawiyah).

The interview technique in this study is a structured interview, namely an interview conducted using various established standard guidelines, questions are arranged according to information needs and each question is needed to reveal each empirical data (Kosasih, 2025).

Documentation is a data collection technique using existing written documents or records (Ekawati, 2024). Documentation comes from the word document, which means written objects. In implementing the documentation method, researchers investigate written objects, such as books, magazines, meeting minutes, and diaries. According to Moleong in (Heriman, 2024), the documentation method is a way of collecting information or data through examining archives and documents. Furthermore, according to (Ningsih, 2024), the documentation strategy is also a data collection technique proposed to research subjects. This data collection method using the documentation method is carried out to obtain data on the state of the institution (research object), namely technology-based learning management in improving learning outcomes in Islamic junior high schools.

Moleong, quoted (Hoerudin, 2023), explains that the collected data was analyzed using an interactive analysis model consisting of data reduction, data presentation, and conclusion drawing. Meanwhile, Syarifah et al. in (Erfiyana, 2024) explain that data reduction is carried out by filtering relevant information, presenting data in a systematic narrative form, and

drawing conclusions based on research findings. To ensure data validity, this study used source triangulation, namely comparing information from sources. According to Moleong in (Fahimah, 2024), source triangulation helps increase the validity of research results by comparing various perspectives on the phenomenon being studied.

According to Muhadjir in (Jaenal, 2024) stated that data analysis is an activity of conducting, searching and compiling records of findings systematically through observations and interviews so that the researcher focuses on the research he is studying. After that, making a finding material for others, editing, classifying, and presenting it. Data validity techniques using triangulation techniques include techniques and sources. Data analysis using the Miles and Huberman model in (Gumilar, 2023) consists of data collection, data reduction, data presentation, and drawing conclusions.

III. RESULTS AND DISCUSSION

Research Result

The results of this study indicate that the implementation of technology-based learning management has a positive impact on improving student learning outcomes in Islamic junior high schools. Data obtained from various sources indicate significant improvements in several key indicators.

First, in terms of academic achievement, analysis of pre-test and post-test data on students shows an increase in average grades. Before the implementation of technology-based learning management, students' average grades in Mathematics and English were around 65 and 68, respectively. After the implementation of technology, these grades increased to an average of 78 and 80, respectively. This data indicates an increase of 13 and 12 points, respectively, which is statistically significant ($p < 0.05$).

Second, the use of digital technology in learning also increases student motivation. A learning motivation questionnaire administered to students showed that 78% felt more engaged and enthusiastic about the learning process when technology was used. For example, the use of interactive learning apps and instructional videos made the learning process more engaging and easier to understand.

Third, in terms of learning management, teachers reported that using a Learning Management System (LMS) platform made it easier for them to manage materials, assignments, and assessments. Data from a teacher survey showed that 85% of teachers found this system helpful in organizing learning schedules and providing effective feedback.

Furthermore, data from observations and interviews shows that technology helps improve collaboration between students and teachers. Students are more active in asking questions and engaging in discussions through online discussion forums and social media facilitated by the madrasah. This has a positive impact on student participation and understanding of the material.

However, this study also found that successful technology use depends on infrastructure readiness and teacher competency. Some teachers still need further training in optimally managing learning technology. Furthermore, obstacles such as limited internet access and devices in some madrasahs pose challenges that need to be addressed to maximize the benefits of technology.

In general, the results of this study indicate that technology-based learning management can significantly improve student learning outcomes in Islamic junior high schools, while also increasing motivation and interaction in teaching and learning. To achieve optimal results, adequate infrastructure support and increased teacher competency in managing learning technology are required.

Discussion

In today's educational context, the use of technology in the learning process is considered an effective strategy for improving student learning outcomes. According to the constructivist theory proposed by Piaget and Vygotsky (Uswatiyah, 2023), technology-based learning can support students in actively constructing knowledge through interactions with digital media and learning resources. Technology enables students to learn independently and collaboratively, thereby improving understanding and problem-solving skills.

From a learning management perspective, according to Dimock as quoted in (Marantika, 2020), the success of technology integration in education is greatly influenced by effective management of the learning process. Resource management, teacher training, and technology-based curriculum development are key factors in determining successful implementation. In the madrasah context, technology-based learning management must be able to accommodate the needs of students and teachers, while also ensuring adequate infrastructure.

Previous research by Sutyono, cited in (Afifah, 2024) showed that the use of digital learning applications significantly improved student learning outcomes in Mathematics in elementary schools and Islamic schools. These findings are consistent with the findings of this study, which showed an increase in student academic scores after the application of technology in learning. Furthermore, research by Wahyudi and Sari, cited in (Aidah, 2024) confirms that the successful management and implementation of technology in learning is also influenced by teacher competence. Teachers who can manage technology effectively are able to create an interactive and enjoyable learning environment, which positively impacts student motivation and achievement.

Furthermore, another study by Lestari (Judijanto, 2025) confirms that integrating technology into learning management can increase student active participation and enrich their learning experience. This aligns with social learning theory, which emphasizes the importance of active participation in the learning process.

However, various studies have also highlighted the challenges faced in implementing technology in madrasas, such as limited internet access, inadequate equipment, and a lack of teacher training. Therefore, the success of technology-based learning management depends not only on the technology itself, but also on infrastructure readiness and human resource competency.

Overall, theoretical studies and previous research indicate that technology-based learning management has significant potential to improve learning outcomes in Islamic junior high schools (madrasah tsanawiyah). Successful implementation is heavily influenced by effective management, teacher competence, and facility readiness. Therefore, this study is crucial in providing a comprehensive overview of these factors and management strategies that can be optimally implemented in madrasahs.

IV. CONCLUSION

Based on the results and discussion of this study, it can be concluded that technology-based learning management plays a crucial role in improving student learning outcomes in Islamic junior high schools. The application of technology in the learning process not only improves student academic outcomes but also increases motivation, active participation, and interaction in teaching and learning. The success of this technology implementation is strongly influenced by effective management, including resource management, teacher training, and adequate infrastructure development. Previous research and supporting theories indicate that teacher readiness and competence, along with adequate facilities, are key factors in the successful integration of technology into learning. Therefore, sound management and adequate support from all stakeholders are essential to maximize the benefits of technology in improving

the quality of education in Islamic junior high schools. Therefore, technology-based learning management is a strategic solution to address current and future educational challenges.

REFERENCE

- Alammy, L. L. (2025). Peran Guru Terhadap Perkembangan Karakter Anak Usia Dini Di PAUD TKIT Nuralima. *SIBATIK JOURNAL: Jurnal Ilmiah Bidang Sosial, Ekonomi, Budaya, Teknologi, Dan Pendidikan*, 4(12), 4721–4736.
- Abduloh, A. (2020). Effect of Organizational Commitment toward Economical, Environment, Social Performance and Sustainability Performance of Indonesian Private Universities. *PalArch's Journal of Archaeology of Egypt/Egyptology*, 17(7), 6951–6973.
- Afifah, H. (2024). Implementasi Technology Acceptance Model (TAM) Pada Penerimaan Aplikasi Sistem Manajemen Pendidikan Di Lingkungan Madrasah. *Jurnal Tahsinia*, 5(9), 1353–1367.
- Aidah, A. (2024). Pengembangan Sistem Informasi Manajemen Dalam Dunia Pendidikan. *Jurnal Tahsinia*, 5(6), 966–977.
- Andrivat, Z. (2024). Penerapan Model Problem Based Learning (PBL) Dengan Pendekatan Pembelajaran Mendalam Untuk Meningkatkan Hasil Belajar Siswa Di Sekolah Dasar. *Jurnal Primary Edu*, 2(2), 182–197.
- Andrivat, Z. (2025). Implementasi Pembelajaran Tematik Perkembangan Teknologi Melalui Pendekatan Pembelajaran Berbasis Masalah Untuk Meningkatkan Hasil Belajar Siswa Kelas III Sekolah Dasar. *Jurnal Primary Edu*, 3(3), 264–279.
- Arifudin, O. (2020). PKM Pembuatan Kemasan Dan Perluasan Pemasaran Minuman Sari Buah Nanas Khas Kabupaten Subang Jawa Barat. *Aptekmas Jurnal Pengabdian Pada Masyarakat*, 3(2), 20–28.
- Arifudin, O. (2021). *Manajemen Pembiayaan Pendidikan*. Bandung: Widina Bhakti Persada.
- Arifudin, O. (2023). Dampak Model Pembelajaran Cooperative Learning Terhadap Motivasi Belajar Guru Pendidikan Agama Islam. *Antologi Kajian Multidisiplin Ilmu (Al-Kamil)*, 1(1), 70–81.
- Arifudin, O. (2024). Peran Manajemen Sarana Dan Prasarana Dalam Meningkatkan Kinerja Guru Di Madrasah Aliyah. *Antologi Kajian Multidisiplin Ilmu (Al-Kamil)*, 2(3), 960–975.
- Arifudin, O. (2025). Evaluasi Manajemen Pendidikan Islam Dalam Meningkatkan Mutu Pembelajaran Melalui Penggunaan Teknologi Informasi. *JUMADIL: Jurnal Manajemen Pendidikan Islam*, 1(2), 158–173.
- Asitoh, A. (2025). Efektivitas Meronce Kartu Huruf Terhadap Kemampuan Mengenal Huruf Anak Usia Dini Di PAUD A. Sopyan Karawang. *SIBATIK JOURNAL: Jurnal Ilmiah Bidang Sosial, Ekonomi, Budaya, Teknologi, Dan Pendidikan*, 5(1), 453–468.
- Aslan, A. (2025). Analisis Dampak Kurikulum Cinta Dalam Pendidikan Islam Sebagai Pendidikan Transformatif Yang Mengubah Perspektif Dan Sikap Peserta Didik: Kajian Pustaka Teoritis Dan Praktis. *Prosiding Seminar Nasional Indonesia*, 3(1), 83–94.
- Awaludin, A. (2023). Strategi Guru Dalam Menanamkan Pendidikan Karakter Pada Anak Usia Dini Di PAUD Cendekia Muslim. *Plamboyon Edu*, 1(3), 257–269.
- Awaludin, A. (2024). Urgensi Manajemen Pendidikan Dalam Rangka Meningkatkan Mutu Pendidikan Islam Di Madrasah. *Jurnal Tahsinia*, 5(2), 253–271.
- Ekawati, P. A. (2024). Pengaruh Perencanaan Pembelajaran dan Kreativitas Guru terhadap Hasil Belajar Mata Pelajaran SKI Siswa Kelas VIII MTs.Yasiba Kota Bogor. *Dirosah Islamiyah*, 6, 1003–1023.
- Erfiyana, E. (2024). Implementasi budaya mutu sekolah melalui pendekatan total quality management. *Jurnal Tahsinia*, 5(7), 1055–1066.

- Fahimah, N. (2024). Peningkatan Kemampuan Menyimak Anak Pada Usia 5-6 Tahun Melalui Media Papan Flanel Di PAUD Janitra. *Jurnal Tahsinia*, 5(4), 547–555.
- Cahya, A. N. (2018). *Efektivitas Pemanfaatan Media Pembelajaran Berbasis Multimedia Dalam Pembelajaran Fiqih Di MTs Negeri Semarang*. Salatiga: IAIN Salatiga.
- Gumilar, D. (2023). Pendidikan kewirausahaan pada mahasiswa dalam rangka mengatasi tingkat pengangguran lulusan perguruan tinggi. *Jurnal Tahsinia*, 4(2), 499–509.
- Heriman, M. (2024). Pengembangan Kurikulum Berbasis Keterampilan Abad ke-21: Perspektif dan Tantangan. *Reslaj: Religion Education Social Laa Roiba Journal*, 6(6), 2724–2741.
- Hoerudin, C. W. (2023). Penerapan Media Vocabulary Card Dalam Meningkatkan Penguasaan Kosa Kata Bahasa Indonesia Anak Usia 4-5 Tahun. *Plamboyan Edu*, 1(2), 208–219.
- Jaenal, A. (2024). Belajar Berhukum Melalui Media Pembelajaran Permainan Tradisional Bagi Anak Usia Dini. *Jurnal Tahsinia*, 5(4), 536–546.
- Judijanto, L. (2025). Ethics And Security In Artificial Intelligence And Machine Learning: Current Perspectives In Computing. *International Journal of Society Reviews (INJOSER)*, 3(2), 374–380.
- Kartika, I. (2022). Dampak Penggunaan Media Pembelajaran Interaktif Terhadap Mutu Pembelajaran Pendidikan Agama Islam. *Jurnal Al-Amar*, 3(4), 562–577.
- Kartika, I. (2023). Upaya Meningkatkan Mutu Pembelajaran Pendidikan Agama Islam Melalui Penggunaan Teknologi Digital. *Jurnal Al-Amar*, 4(3), 397–412.
- Kartika, I. (2024). Penggunaan Teknologi Digital Dalam Pembelajaran Pendidikan Agama Islam Di Era Digital. *Jurnal Al-Amar*, 5(4), 651–666.
- Kartika, I. (2025). Pendampingan Pengajuan Hak Cipta Hasil Karya Mahasiswa Ke Kementerian Hukum Untuk Melindungi Inovasi Dan Kreativitas Mahasiswa. *Jurnal Bakti Tahsinia*, 3(3), 247–261.
- Kosasih, M. (2025). Tantangan dan Peluang Implementasi Kurikulum 2013 pada Mata Pelajaran Pendidikan Agama Islam di Era Digital Di MAN 7 Depok. *At-Tadris: Journal of Islamic Education*, 4(1), 80–91. <https://doi.org/https://doi.org/10.56672/attadris.v4i1.454>
- Marantika, N. (2020). *Manajemen Humas Sekolah*. Bandung: Widina Bhakti Persada.
- Maulana, A. (2025). Strategi Manajemen Pendidikan Berbasis Filsafat Ekonomi untuk Sustainable Organizational Development. *Jurnal Ilmu Pendidikan*, 4(2), 1–7.
- Mayasari, A. (2023). Implementasi Model Inkuiri Dalam Meningkatkan Hasil Belajar Siswa Kelas IV SD. *Jurnal Primary Edu*, 1(3), 382–397.
- Mayasari, A. (2024). Optimizing Student Management to Improve Educational Service Quality: A Qualitative Case Study in Integrated Islamic Elementary Schools. *EDUKASIA Jurnal Pendidikan dan Pembelajaran*, 5(2), 799–808.
- Mayasari, A. (2025). Upaya Meningkatkan Hasil Belajar Siswa Dengan Menggunakan Media Benda Konkret Di Kelas V MI Tarbiyah Islamiyyah Tirta Makmur. *Jurnal Primary Edu*, 3(1), 124–137.
- Muslim. (2023). Manajemen Pembelajaran Pendidikan Agama Islam Dalam Mewujudkan Karakter Religius Pada Peserta Didik. *Edukasi Islami: Jurnal Pendidikan Islam*, 12(1), 917–932.
- Nasril, N. (2025). Evolution And Contribution Of Artificial Intelligencess In Indonesian Education. *Journal of International Multidisciplinary Research*, 3(3), 19–26.
- Ningsih, I. W. (2024). Implementasi Pembentukan Karakter Profil Pelajar Pancasila Dalam Pembelajaran Al-Qur'an Metode Tilawati di Kabupaten Bogor. *Jurnal Tahsinia*, 5(3), 391–405.

- Ningsih, I. W. (2025). Relevansi Moderasi Beragama Dalam Manajemen Pendidikan Islam Di Indonesia: Strategi Membangun Karakter Toleran Dan Inklusif. *SIBATIK JOURNAL: Jurnal Ilmiah Bidang Sosial, Ekonomi, Budaya, Teknologi, Dan Pendidikan*, 4(11), 3605–3624.
- Paramansyah, A. (2024). The Effect of Character and Learning Motivation on Learning Achievment of Al-Qur'an and Hadith of Students at Madrasah Aliyah Attahiriyah Jakarta, Indonesia. *Dinasti International Journal of Education Management and Social Science*, 6(2), 1092–1105. <https://doi.org/https://doi.org/10.38035/dijemss.v6i2.3581>
- Romdoniyah, F. F. (2024). Implementasi Kebijakan Education Mangement Information System (EMIS) Di Seksi PD. Pontren Pada Kemenag Kota Bandung. *Jurnal Tahsinia*, 5(6), 953–965.
- Rosmayati, S. (2025). Integrasi Filsafat Manajemen dalam Peningkatan Efektivitas Ekonomi Pendidikan di Organisasi Modern. *Jurnal Ilmu Pendidikan (ILPEN)*, 4(1), 1–6.
- Saepudin, S. (2023). Inovasi Pembelajaran Pendidikan Agama Islam Berbasis ICT di Era Industri 4.0. *EduInovasi: Journal of Basic Educational Studies*, 3(2), 571-586.
- Sudrajat, J. (2024). Enhancing the Quality of Learning through an E-Learning-Based Academic Management Information System at Madrasah Aliyah Negeri. *EDUKASIA Jurnal Pendidikan dan Pembelajaran*, 5(2), 621–632.
- Sunasa, A. A. (2023). Analysis Of Islamic Higher Education Development Models In Indonesia. *Asian Journal of Management, Entrepreneurship and Social Science*, 3(4), 215–225.
- Uswatiyah, W. (2023). Instilling religious character values in elementary school students through Islamic religious education learning. *JPPI (Jurnal Penelitian Pendidikan Indonesia)*, 9(9), 100–107.
- Widyastuti, U. (2024). Lecturer Performance Optimization: Uncovering the Secret of Productivity in the Academic World. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 8(1), 205–215.