

## Student Management Strategies in Improving the Quality of Tahfidz Learning at Al-Quran Islamic Senior High School Darul Ma'arif North Labuhanbatu

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### ABSTRACT

This study aims to analyze student management in improving the quality of Tahfidz learning at Madrasah Aliyah Al-Qur'an Pondok Pesantren Darul Ma'arif, North Labuhanbatu. The research employs a qualitative approach with a descriptive case study design to examine the processes of planning, implementation, and evaluation of student management in the Tahfidz program. Data were collected through interviews, observations, and documentation involving 15 participants, consisting of one madrasah principal, five Tahfidz teachers, and nine students. The findings indicate that student management is implemented through structured processes that include student recruitment, organized learning activities, and continuous evaluation. Recruitment is conducted using clear selection criteria to ensure students' initial readiness. The implementation of learning takes place through disciplined routines, including memorization and revision activities under teacher supervision. Evaluation is carried out regularly to monitor students' progress in memorization and learning consistency. This study highlights that the effectiveness of Tahfidz learning is closely related to the integration of planning, implementation, and evaluation within a structured management system. Rather than focusing solely on instructional techniques, the findings suggest that consistent management practices and supportive learning environments contribute to sustaining students' memorization progress. The study contributes to providing a contextual understanding of how student management operates in a pesantren setting, particularly in supporting the quality of Tahfidz learning.

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### INTRODUCTION

Students are valuable assets in shaping the future of a nation, and their development must be supported through well-managed educational systems (Mulyasa, 2018). Educational institutions are responsible not only for transferring knowledge but also for developing students' intellectual, emotional, and spiritual potential. Therefore, education requires systematic processes to ensure that learning objectives are achieved effectively. Management plays a crucial role in ensuring the effectiveness of educational processes. It involves a series of interrelated activities, including planning, organizing, actuating, and controlling, which are directed toward achieving institutional goals (Terry, 2014). Without proper management, educational programs tend to be unstructured, leading to inefficiency and low-quality outcomes.

In the context of education, management also functions as a tool to coordinate various resources such as teachers, students, curriculum, and facilities. Effective coordination enables

institutions to operate efficiently and respond to challenges dynamically. Thus, management is not only technical but also strategic in improving educational quality. In Indonesia, education is implemented through various forms of institutions, including formal, non-formal, and informal systems. One of the most prominent forms of Islamic education is the pesantren, which has long contributed to shaping religious and moral values in society (Dhofier, 2011). Pesantren combine religious instruction with character building in a communal environment.

Historically, pesantren developed alongside the spread of Islam in Indonesia and have evolved into structured educational institutions (Azra, 2012). Their role extends beyond religious education to include social and cultural transformation. This makes pesantren a unique and influential component of the national education system. Among the programs implemented in pesantren, *Tahfizul Qur'an* is one of the most significant. This program emphasizes memorizing the Qur'an through structured and continuous learning processes. It requires discipline, consistency, and strong motivation from students (Al-Attas, 1999). The success of Tahfiz learning is closely related to how student management is implemented. Students must go through systematic stages such as memorization, repetition, and evaluation to achieve learning targets (Usman, 2013). Without proper management, these stages may not run effectively, which can hinder learning outcomes.

Student management itself is an essential part of educational management. It includes managing students from admission, development, to graduation (Imron, 2016). Effective student management supports not only academic achievement but also discipline and personal development. Previous studies have shown that student management significantly influences learning outcomes. Rahman (2020) found that structured management improves student discipline and academic performance. This indicates that management systems play a key role in shaping student success. Similarly, Siregar (2021) reported that consistent and well-organized management enhances students' memorization ability in Tahfiz programs. Students who follow structured schedules tend to achieve better results. This highlights the importance of routine and discipline in learning.

Furthermore, Nasution (2022) emphasized that supervision and evaluation are crucial components in maintaining learning quality. Regular assessments help identify student progress and learning difficulties. In addition, Hidayat (2023) found that collaboration between teachers and parents strengthens student motivation and support systems. Lubis (2024) added that institutional support, including facilities and learning environments, significantly contributes to the effectiveness of educational programs. However, despite these findings, most previous studies focus more on outcomes rather than examining how management processes are implemented in practice. Therefore, there is a research gap in understanding how student management is planned, implemented, and evaluated, particularly in the context of Tahfiz learning in pesantren. Based on preliminary observations at Pondok Pesantren Darul Ma'arif, North Labuhanbatu, student management has been implemented systematically, but it has not been analyzed comprehensively. This study aims to examine the processes of student management in improving the quality of Tahfiz learning.

## METHOD

### Research Design

This study employed a qualitative descriptive research design, which is appropriate for exploring and describing institutional management practices in their natural setting. This approach was selected because the study aims to understand the processes of student management in improving the quality of Tahfiz learning, rather than measuring variables quantitatively. Qualitative descriptive research allows for an in-depth and contextual analysis of planning, implementation, and evaluation practices within educational institutions (Moleong,

2018). The research was conducted at Pondok Pesantren Darul Ma'arif, North Labuhanbatu, North Sumatra. This site was selected purposively because it implements a structured Tahfizh program supported by systematic student management practices, making it relevant to the objectives of this study.

### **Participants and Sampling**

This study involved 15 participants who were directly engaged in student management practices. The participants consisted of 1 madrasah principal, 5 Tahfizh teachers, and 9 students. These categories were selected to represent diverse roles and perspectives in managing and implementing the Tahfizh learning process. A purposive sampling technique was used to select participants based on their relevance to the research objectives (Creswell & Poth, 2018). The selection process was guided by specific criteria to ensure the credibility of the data.

The criteria for institutional leaders and teachers included: (1) active involvement in managing or implementing the Tahfizh program, (2) a minimum of two years of experience, and (3) willingness to participate in the study. For student participants, this study included individuals with diverse levels of memorization, namely: (1) beginner (1–10 juz), (2) intermediate (11–20 juz), and (3) advanced (21–30 juz). This variation was intentionally applied to capture a wide range of experiences and to avoid bias toward only high-achieving students.

### **Data Collection**

Data were collected over approximately two months using observation, semi-structured interviews, and documentation to ensure data triangulation. Observation was conducted six times, with each session lasting 60–90 minutes. The researcher applied non-participant observation to examine student discipline, learning routines, teacher supervision, and evaluation practices. Field notes were recorded systematically using an observation guide.

Semi-structured interviews were conducted with all participants, each lasting 30–60 minutes. Interviews followed a structured guide focusing on planning, implementation, and evaluation of student management. All interviews were audio-recorded with consent and transcribed verbatim. Follow-up questions were used to clarify and deepen responses. Documentation included institutional records such as *mutaba'ah* books, memorization progress reports, learning schedules, curriculum documents, and evaluation reports. These documents were analyzed to support and validate findings from observations and interviews.

### **Data Analysis**

Data analysis was conducted using the interactive model of Miles, Huberman, and Saldaña (2014), which consists of data condensation, data display, and conclusion drawing/verification. In the data condensation stage, all collected data were reviewed and reduced by selecting relevant information. The researcher applied open coding, assigning labels to meaningful data segments. Examples of initial codes included *student discipline*, *learning schedule*, *teacher supervision*, and *evaluation practices*.

Next, similar codes were grouped into broader categories, such as *planning*, *implementation*, and *evaluation*. These categories were then developed into key themes, including *structured management systems*, *discipline development*, and *continuous evaluation mechanisms*. In the data display stage, the categorized data were organized into narrative descriptions and matrices to facilitate pattern recognition and interpretation. Finally, in the conclusion drawing and verification stage, findings were interpreted and continuously validated by comparing data across sources to ensure consistency and accuracy.

### **Trustworthiness of Data**

To ensure the credibility and reliability of the findings, several validation techniques were applied. Triangulation of methods and sources was conducted by comparing data from interviews, observations, and documentation, as well as from different participant groups. Member checking was carried out by confirming interview results with participants to ensure

accuracy. Prolonged engagement in the field helped the researcher gain a deeper understanding of the research context.

In addition, an audit trail was maintained, including field notes, interview transcripts, coding processes, and analytical decisions, to ensure transparency and confirmability of the research process.

## RESULTS AND DISCUSSION

### Results

#### Planning of Student Management in Tahfiz Learning

The findings reveal that student management planning at Madrasah Aliyah Al-Qur'an Pondok Pesantren Darul Ma'arif is not only structured but also strategically designed to ensure both academic readiness and character formation. Planning is carried out through interconnected components, including recruitment, curriculum design, and supporting programs. However, the data indicate that planning is not entirely uniform, as participants highlighted variations in student readiness and adaptability.

In terms of recruitment, the institution applies strict selection criteria, particularly focusing on students' ability to read the Qur'an correctly. This requirement is considered fundamental to ensure that students can follow the Tahfiz program effectively. The principal explained:

*"We ensure that students who enrol already have a solid foundation in reading the Qur'an so that the memorisation process is not hindered."*

This perspective suggests that planning emphasizes quality input. However, teachers reported that in practice, students still come with varying levels of competence:

*"Even though they have been selected, students' abilities still vary; some are quick, whilst others take longer."*

This indicates that recruitment planning sets a baseline but does not eliminate diversity in student ability. Such variation requires further adaptation during the learning process. The planning process also involves the establishment of a recruitment committee responsible for organizing tests, schedules, and administrative procedures. This reflects institutional coordination and shared responsibility. The principal noted:

*"A special committee has been set up to ensure that the recruitment process is systematic and well-organised."*

This structured approach indicates that planning is institutionalized rather than incidental. In addition to recruitment, learning planning is a central component of student management. The institution develops a structured Tahfiz curriculum with daily and weekly memorization targets. Teachers emphasized that these targets are designed to encourage consistency:

*"We set daily and weekly targets so that students get into the habit of memorising regularly."*

However, the data also show flexibility in implementation. A teacher explained:

*"Targets aren't always set in stone; we adjust them to suit the students' abilities."*

Students confirmed this adaptive approach:

*"If we're not yet able to do so, the imam usually adjusts the target."*

This suggests that planning is both structured and responsive, balancing institutional expectations with individual student capacities. Furthermore, the inclusion of supporting programs such as tahsin demonstrates a comprehensive approach to planning. This program is

intended to strengthen students' recitation skills before focusing on memorization. A teacher stated:

*"Tahsin is important so that pupils not only memorise a lot, but also recite it correctly."*

This reflects an integrated planning model that emphasizes both quantity and quality in learning outcomes.

### **Implementation of Student Management in Tahfizh Learning**

The implementation of student management is reflected in the daily practices of discipline, structured learning routines, and intensive teacher-student interaction. The findings show that while the system is well-organized, students experience its implementation differently, indicating a dynamic interaction between institutional structure and individual response. Discipline emerges as a central theme in the implementation process. Teachers consistently emphasized its importance as a key factor in successful memorization:

*"Discipline is the key to memorising the Qur'an."*

Students also recognized the importance of discipline:

*"If you're not disciplined, what you've learnt by heart is easily forgotten."*

However, not all students experience discipline in the same way. Some expressed difficulties in maintaining consistency:

*"It can be difficult to stay consistent, especially when you're feeling tired or have a lot of other tasks on your plate."*

This variation indicates that discipline functions both as a supporting factor and a challenge, depending on individual student conditions. The learning process is structured through daily activities such as *setoran* (memorization submission) and *muraja'ah* (revision). These routines are designed to ensure continuous engagement with the Qur'an. Students acknowledged the effectiveness of this system:

*"Daily practice helps us memorise things more quickly."*

At the same time, some students reported experiencing pressure:

*"Sometimes I feel stressed if I haven't prepared my deposit yet."*

This suggests that while structured routines enhance learning consistency, they may also create psychological pressure for some learners. Teacher involvement plays a crucial role in mediating these challenges. Teachers not only provide instruction but also act as motivators and mentors. One student explained:

*"The teacher doesn't just teach, but also encourages us when we're struggling."*

Teachers themselves emphasized this role:

*"We need to understand the students' circumstances; not everyone can be treated the same."*

This highlights the importance of relational dynamics in the implementation process. The learning environment of the pesantren also contributes significantly to the effectiveness of implementation. The boarding system creates a controlled and conducive environment for memorization. A student stated:

*"The environment is quiet, so we can concentrate on memorising."*

However, another student pointed out a different perspective:

*"Sometimes I feel bored because of the same daily routine."*

This indicates that the same environment can be experienced positively or negatively, depending on individual adaptation. Additionally, the institution implements differentiated learning programs such as *takhossus*, regular, and tahsin classes. This differentiation allows students to learn according to their abilities. A teacher explained:

*"We have divided the programme so that the lessons are better suited to the pupils' abilities."*

This strategy reflects adaptive management practices that aim to accommodate student diversity.

### **Evaluation of Student Management in Tahfiz Learning**

The findings indicate that evaluation is conducted systematically and continuously, serving not only as a measurement tool but also as a mechanism for improving learning quality. Evaluation is integrated into daily activities as well as periodic assessments. Daily evaluation is carried out through memorization submission, where students recite their memorized verses to teachers. Teachers provide immediate feedback to correct errors:

*"Every day we correct the students' mistakes straight away."*

Students acknowledged the benefits of this system:

*"We realised our mistakes and were able to correct them straight away."*

However, some students reported emotional challenges:

*"Sometimes I worry I'll get it wrong when reciting what I've memorised."*

This suggests that evaluation has both instructional and emotional dimensions. Periodic evaluations, such as *tasmi'* and *imtihaan*, are conducted to assess long-term memorization. Teachers emphasized their role in maintaining quality:

*"Tasmi' is used to ensure that the students' memorisation is truly solid."*

These evaluations encourage students to maintain consistency and achieve higher targets. The use of mutaba'ah books as a monitoring tool provides systematic documentation of student progress. A teacher explained:

*"Through regular monitoring, pupils' progress can be clearly tracked."*

This documentation helps teachers identify learning patterns and make informed decisions. Evaluation in this institution also includes character assessment, reflecting a holistic approach to education. The principal stated:

*"We assess not only memorisation, but also the students' attitude and discipline."*

Students confirmed this perspective:

*"We were taught to be disciplined, not just to memorise."*

This indicates that evaluation extends beyond academic achievement to include moral and behavioral development. The findings demonstrate that student management in the Tahfiz program is implemented through an integrated system of planning, implementation, and evaluation. The system is structured and consistent, supporting the achievement of memorization targets and character development.

However, the data also reveal variations in student experiences, particularly related to discipline, learning pressure, and adaptability. While some students benefit significantly from structured routines, others experience challenges such as fatigue and pressure. These findings suggest that effective student management should not only rely on structured systems but also incorporate flexibility and sensitivity to individual student needs. The balance between structure and adaptability appears to be a key factor in improving the quality of Tahfiz learning.

## Discussion

The findings of this study demonstrate that student management plays a central role in improving the quality of Tahfiz learning. This supports the view that effective educational outcomes are influenced not only by instructional practices but also by systematic management processes within institutions (Hallinger, 2020; Bush, 2021). The integration of planning, implementation, and evaluation identified in this study reflects core management functions such as planning, organizing, leading, and controlling (Robbins & Coulter, 2022). However, this study extends existing perspectives by illustrating how these management functions operate within the specific socio-religious context of a pesantren.

In the planning stage, the institution's emphasis on recruitment criteria indicates that student input is strategically managed. This aligns with the broader educational management principle that input quality significantly influences learning outcomes. However, the findings reveal that despite structured selection processes, variation in student ability persists. This suggests that planning alone is insufficient to ensure uniform outcomes. Instead, its effectiveness depends on how it is integrated with adaptive instructional practices. Thus, planning in this context is both selective and responsive to student diversity.

The effectiveness of implementation can be better understood through the institutional and cultural characteristics of the pesantren. As highlighted by Lukens-Bull (2019), pesantren function not only as educational institutions but also as socio-cultural environments where learning is embedded in daily life. The communal living system enables continuous supervision and reinforces discipline through routine practices. The findings indicate that discipline is internalized through habituation rather than imposed solely through formal rules. This explains why discipline becomes a critical factor in sustaining memorization consistency.

At the same time, the findings show that discipline is experienced differently among students. While some students perceive structured routines as supportive, others experience them as a source of pressure. This variation suggests that the effectiveness of discipline depends on individual adaptation and coping mechanisms. Therefore, management practices must balance structure with flexibility to accommodate diverse student needs. This highlights the dynamic nature of student management in practice. Teacher involvement emerges as another key factor in explaining the effectiveness of the system. Continuous guidance, feedback, and motivation provided by teachers reflect the importance of classroom management and instructional support (Emmer & Sabornie, 2015). In the context of Tahfiz learning, where accuracy and repetition are essential, immediate feedback plays a crucial role in preventing the accumulation of errors. This indicates that implementation is not merely the execution of plans but involves ongoing interaction and pedagogical responsiveness.

The pesantren environment also plays a significant role in supporting learning effectiveness. As noted by Tan (2020), Islamic educational settings often integrate cognitive, social, and spiritual dimensions into a unified learning system. The structured and relatively quiet environment observed in this study enhances students' concentration and memorization capacity. Moreover, the communal setting fosters a shared learning culture that strengthens motivation. This suggests that the success of student management is closely linked to the broader educational ecology in which it operates. The evaluation system implemented in the institution further reinforces the effectiveness of student management. Continuous assessment through daily memorization, periodic evaluation, and progress documentation reflects the principles of formative assessment (Miles et al., 2014). Such evaluation allows for ongoing monitoring and immediate corrective feedback, which are essential in mastery-based learning such as Tahfiz. This demonstrates that evaluation functions as an integral part of the learning process rather than as a separate or final stage.

However, the findings also reveal that evaluation practices may generate emotional pressure for some students. Anxiety during memorization submission suggests that continuous assessment can have psychological implications. This indicates that effective evaluation requires not only systematic procedures but also supportive pedagogical approaches. Teachers play a crucial role in ensuring that evaluation remains constructive and encourages student confidence. Another important finding is the integration of academic achievement and character development. Student management in this context does not focus solely on memorization outcomes but also on discipline, responsibility, and moral values. This aligns with the broader goals of Islamic education, which emphasize holistic development (Berglund, 2020). The findings suggest that character formation is embedded within daily management practices, making it an integral part of the educational process.

Compared to previous studies (Rahman, 2020; Siregar, 2021; Nasution, 2022; Hidayat, 2023; Lubis, 2024), this study provides a more integrated perspective by examining planning, implementation, and evaluation as interconnected processes. While earlier research often focuses on isolated aspects, this study demonstrates how these components interact within a unified system. However, this study does not claim to propose a new theoretical model but rather offers a contextualized understanding of student management practices in pesantren. It is important to acknowledge that the effectiveness of the management system is context-dependent. Factors such as the boarding system, religious values, and institutional culture significantly influence the outcomes observed. Therefore, the findings cannot be generalized to all educational settings without considering contextual differences.

Future research could explore comparative studies across different pesantren or educational institutions to identify variations in management practices. Additionally, integrating quantitative approaches may provide further evidence of the relationship between management systems and learning outcomes. Longitudinal studies could also offer insights into the sustainability of Tahfizh learning over time. Overall, this study demonstrates that the success of Tahfizh learning is not solely determined by teaching methods but by the integration of structured management systems, supportive environments, continuous evaluation, and strong institutional culture. These elements work synergistically to support both memorization achievement and character development.

### **CONCLUSIONS**

This study concludes that student management plays a significant role in improving the quality of Tahfizh learning at Madrasah Aliyah Al-Qur'an Pondok Pesantren Darul Ma'arif, North Labuhanbatu. The findings show that the integration of planning, implementation, and evaluation forms a structured management system that supports both memorization achievement and student development. In the planning stage, the institution emphasizes structured recruitment and learning preparation to ensure that students possess adequate initial competencies. In the implementation stage, learning activities are carried out through disciplined routines, continuous teacher guidance, and differentiated programs based on students' abilities. In the evaluation stage, continuous assessment through daily and periodic evaluations supports the monitoring of student progress and the improvement of learning quality. These three components are interconnected and function as a unified system in supporting effective Tahfizh learning.

However, this study has several limitations. First, the findings are context-specific and based on a single pesantren, which limits generalization to other educational settings. Second, the study focuses primarily on institutional perspectives, with limited variation in student representation. Third, the qualitative approach provides in-depth insights but does not measure learning outcomes quantitatively. Therefore, future research is recommended to explore student management practices in different pesantren contexts to allow comparative analysis. Further

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studies may also integrate quantitative approaches to examine the relationship between management systems and learning outcomes more objectively. In addition, research that includes more diverse student perspectives would provide a more comprehensive understanding of Tahfiz learning processes.

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