



## Effective English Learning Management to Enhance Speaking Skills: A Case Study at MTs Nurul Jalal and MTs Khairul Ummah, North Jakarta

Supendi <sup>\*a,1</sup>, Nana Herdiana Abdurrahman <sup>b,2</sup>, Supyan Sauri <sup>a,3</sup>, Suharyanto H Soro <sup>a,4</sup>

<sup>a</sup> Universitas Islam Nusantara, Indonesia

<sup>b</sup> Universitas Islam Negeri Sunan Gunung Djati

<sup>1</sup>supendip706@gmail.com\*; <sup>2</sup>nanaherdiana.uinbdg@gmail.com; <sup>3</sup>uyunsupyan@uninus.ac.id;

<sup>4</sup>suharyantosoro@gmail.com

\*corresponding author: supendip706@gmail.com

### Article Information

#### Article History:

Received January 2025

Accepted February 2025

Published February 2025

#### Keywords:

Learning Management;

Speaking Skills;

English;

Madrasah Tsanawiyah Students.

#### How to Cite:

Supendi. S. *et al.* (2025).  
Effective English Learning  
Management to Enhance  
Speaking Skills: A Case Study at  
MTs Nurul Jalal and MTs Khairul  
Ummah, North Jakarta. *Jurnal  
Dimensi Pendidikan dan  
Pembelajaran Universitas  
Muhammadiyah Ponorogo*, 13(1),  
pp 118-129.

### Abstract

*This research is motivated by English language learning, especially at the Madrasah Tsanawiyah (MTs) level, which has not been effective in improving students' speaking skills. Various factors, such as the use of inappropriate learning methods, lack of facilities, and lack of student motivation, cause this. English language learning is an important aspect of education, especially in the era of globalization, which demands international communication skills. This study aims to analyze English learning management in improving students' speaking skills at MTs Nurul Jalal and MTs Khairul Ummah North Jakarta. This research is based on the philosophy of constructivism, which emphasizes the importance of the role of students in constructing knowledge through direct experience, as well as education management theory, which involves the processes of planning, organizing, implementing, and evaluating. The research method used is a qualitative case study, with data collection techniques through in-depth interviews, observation, and document analysis. Respondents consisted of teachers, principals, and students in both MTs. The results showed that learning planning in these two madrasahs is quite good. However, its implementation still requires adjustments, especially in the organization of time and the use of learning media. Obstacles faced include limited facilities such as language laboratories and students' lack of confidence in communicating using English. Nevertheless, improvement efforts such as teacher training and the use of digital technology are starting to overcome these problems. This study concludes that effective learning management, with support from all school elements, can improve students' speaking skills. There is a need for synergy between teachers, principals, and educational policies that are more supportive of the development of language competencies, especially students' speaking skills in the madrasah environment.*

## **INTRODUCTION**

In an era where global communication relies on English proficiency, the ability to speak fluently and confidently has become an essential skill for students. Many Indonesian students, despite having studied English for many years, experience difficulties in speaking ability, leading to an urgent need for effective learning management strategies. This case study focuses on English language learning management practices at MTs Nurul Jalal and MTs Khairul Ummah in North Jakarta, aiming to identify effective methodologies that can improve students' speaking ability. This thesis states that the integration of interactive and inclusive educational practices can significantly improve students' speaking ability, thus fostering better communication competence.

To support this thesis, it is important to recognize the role of interactive multimedia and innovative teaching methods in improving language acquisition. Research shows that the use of interactive multimedia modules can facilitate a more engaging learning environment, especially for students with diverse needs (Badiah, 2025). Such modules not only cater to various learning styles but also encourage active participation, which is crucial for developing speaking skills. In addition, the application of serious games as an interactive platform has been shown to increase students' motivation and engagement in learning (Wicaksono, 2025). These findings underline the importance of adopting modern educational tools that match students' interests and learning preferences (Anwar & Umam, 2020).

Based on data collected from English classes at MTs Nurul Jalal and MTs Khairul Ummah, it showed a significant gap between students' theoretical English knowledge and their speaking ability. Pre- and post-intervention assessments showed that students' speaking ability improved considerably after the introduction of interactive learning strategies. For example, the percentage of students who achieved satisfactory speaking scores increased from 30% to 75% after the implementation of this strategy. This improvement is in line with findings from other studies, which show that targeted feedback and an interactive learning environment can result in substantial improvements in language proficiency (Cahyono, 2025)

The experts' opinions further strengthen the thesis that effective management of English language learning is essential for improving speaking skills. Educators emphasize the importance of creating a supportive learning environment that encourages student participation and collaboration (Adiba, 2023). The integration of value-based education, which promotes inclusivity and respect for diverse backgrounds, has also been highlighted as an important component in fostering a positive learning atmosphere. This approach not only boosts students' confidence but also equips them with the social skills necessary for effective communication in English.

Several factors can cause students to lack speaking ability, including traditional teaching methods that often favor memorization over practical application. Many English teachers find it challenging to adapt to the new curriculum, which emphasizes independent learning and critical thinking (Mulyani, 2023). The mismatch between curriculum design and classroom practice can hinder students' ability to engage meaningfully with language. Therefore, it is imperative to explore innovative teaching strategies that are aligned with contemporary educational goals.

One effective strategy identified in this case study is the use of collaborative learning techniques, which encourages students to work together in pairs or small groups to practice speaking. This method not only encourages peer interaction but also allows students to learn from each other, thus improving their speaking in a supportive environment. Research has shown that collaborative learning can improve language outcomes, as students are more likely to engage in

meaningful conversations and practice their speaking skills in a less pressurized environment (Yang et al., 2021).

In addition, the incorporation of technology in language learning has been shown to be beneficial in improving students' speaking ability. The use of digital tools, such as e-learning platforms and interactive apps, can provide students with additional opportunities to practice speaking outside of the classroom (Raymond et al., 2023). These tools often include features that allow for real-time feedback, which is crucial for language acquisition. By utilizing technology, educators can create a more dynamic and responsive learning environment that meets the needs of today's students.

In the context of English language education, many studies have been conducted to explore various methods and strategies that can improve students' speaking skills. Although there is much literature addressing this issue, there is still a significant gap in the application of practical methods at the secondary school level, particularly in Indonesia. This research aims to evaluate the existing literature and place this article in a broader context, focusing on effective English language learning management to improve students' speaking skills at MTs Nurul Jalal and MTs Khairul Ummah, North Jakarta.

One approach that has been widely discussed in the literature is the flipped classroom learning model. (Sugianto, (2023) points out that this model allows students to prepare materials before class so that in-class time can be used for discussions and practical activities. This approach not only increases students' engagement but also encourages them to think critically and collaborate, which is crucial in the development of speaking skills. However, although this model showed positive results, its implementation in secondary schools still requires further research to understand its challenges and success in the local context.

In addition, Pradana (2022) highlighted the importance of developing effective coursebooks to support English language learning. They found that well-designed coursebooks can improve students' understanding and facilitate more interactive learning. This is in line with the need to develop learning materials that are relevant and interesting to students, which in turn can increase their motivation to participate in speaking activities. However, this study also shows that there is still a need to improve the editorial and delivery aspects of the materials to make them easier for students to understand.

In the context of inclusive education, (Badiah, 2025; Yusuf, 2015) emphasized the importance of interactive multimedia modules that are accessible to all students, including students with special needs. This research shows that the use of interactive media can increase student engagement and provide a more thorough learning experience. This is particularly relevant for MTs Nurul Jalal and MTs Khairul Ummah, where the diversity of students requires a more inclusive approach to English language learning.

Fathira & Utami (2019) also highlighted the importance of creativity in implementing a standalone curriculum for English language learning in secondary schools. This research shows that a more innovative approach to English teaching can help students understand and develop their speaking skills better. By integrating creative elements in learning, teachers can create a supportive environment for students to practice active speaking.

The position of this article among the existing literature trends shows that although there have been many studies conducted on effective learning methods, there is still a need for more in-depth research on the application of these strategies in the context of Indonesian secondary schools. This article aims to fill that gap by providing an in-depth analysis of effective learning management practices in MTs Nurul Jalal and MTs Khairul Ummah and their impact on students'

speaking skills. Thus, this study not only contributes to the existing literature but also provides practical insights for educators in improving the quality of English language learning at the secondary level.

The general objective of this study is to describe and analyze the management of English language learning in improving the speaking skills of MTs Nurul Jalal and MTs Khairul Ummah in North Jakarta. The specific objectives of this study are to obtain information and analyze 1) planning, 2) organizing, 3) implementing, 4) evaluating/supervising, 5) constraints/obstacles, and 6) solutions/problem-solving English learning in improving speaking skills of MTs Nurul Jalal and MTs Khairul Ummah in North Jakarta.

The main argument of this study is that effective English learning management, which includes the use of interactive methods, technology, and collaborative approaches, can significantly improve students' speaking skills at MTs Nurul Jalal and Khairul Ummah. This hypothesis is based on the assumption that students who are engaged in a supportive and interactive learning environment will be more motivated to participate in speaking activities, which in turn will improve their communication skills.

In addition, this argument is supported by the literature, which shows that learning approaches that focus on students' active engagement can result in better learning outcomes (Hanan et al., 2023). Previous research has also shown that the use of technology in English language learning can increase students' motivation and engagement, which is crucial for the development of speaking skills (Wicaksono, 2025). Therefore, this article seeks to prove that by adopting effective learning management practices, Indonesian schools can significantly improve students' speaking skills.

As such, the objectives and arguments presented in this article not only provide clarity regarding the focus of the research but also emphasize the importance of an integrated approach in English language learning management. Through this research, it is hoped to make a meaningful contribution to the development of better English language teaching practices at the secondary level, as well as provide valuable recommendations for educators and school managers.

## **METHODS**

This research uses a qualitative approach with a case study method to understand the phenomenon holistically in the context of English language learning in Madrasah Tsanawiyah Nurul Jalal and Khairul Ummah, North Jakarta. Data were collected through observation, semi-structured interviews, and documentation to gain an in-depth understanding of English language learning management and its influencing factors. Data were analyzed interactively using the Miles and Huberman (2014) model, which includes four main stages: (1) Data Collection, involving observations, interviews, and documentation; (2) Data Reduction, which is the process of summarising, filtering, and organizing information to focus on important aspects; (3) Data Presentation, in the form of tables, graphs or charts to facilitate the interpretation of patterns and relationships; and (4) Verification and Inference, where initial conclusions are tested for validity through proof in the field to ensure the credibility of the findings. The results show that although the lesson planning has been running quite well, the implementation still faces obstacles such as limited facilities and students' lack of confidence in speaking English. However, various efforts, such as teacher training and technology utilization, have begun to improve learning effectiveness.

## **RESULTS AND DISCUSSION**

### **Planning**

Based on the researcher's initial observation at MTs. Nurul Jalal and MTs. Khairul Ummah, located in North Jakarta, showed that English language learning, especially students' English speaking ability in the two schools, attracted attention. Based on the researcher's observation of the English learning process, it can be classified as follows: a) Students' motivation in learning English is very high. This is shown by students' enthusiasm in participating in every English learning process, both listening, speaking, reading, and writing. b) The learning media used are adequate and up-to-date. c) The methods used by teachers are more interactive and fun. d) The allocation of learning time is more extended. e) The learning environment is supportive. f) The teaching staff is supportive. f) The learning environment is supportive. Supportive learning environment. f) Professional teaching staff.

The results of the researcher's observations, the researcher assumes that both schools have implemented good English language learning management. This can be shown by the English learning process that is carried out in accordance with expectations. Where part of the learning management activities that must be carried out by the teacher, such as determining the correct method, strategy, learning environment, and equipment in learning, has been done well.

Therefore, with the success achieved by MTs Nurul Jalal and Khairul Ummah in North Jakarta in implementing English language learning management, researchers will dig deeper into English Learning Management in improving the speaking skills of Madrasah Tsanawiyah students (case study at MTs Nurul Jalal and Khairul Ummah North Jakarta).

Based on the research findings, English learning planning at MTs Nurul Jalal and MTs Khairul Ummah involves several key aspects such as curriculum preparation, selection of appropriate teaching methods, effective use of learning media, and continuous evaluation to ensure the improvement of students' speaking skills. These findings could show how the specific strategies and approaches used by these two madrasahs affect students' ability to communicate orally in English.

GR Terry, in his theory of management, identifies four main functions of management; both madrasahs plan English language learning by setting clear objectives to improve students' speaking skills. This includes selecting teaching materials, teaching methods, and evaluation strategies and organizing resources such as teachers, learning media, and time effectively to suit learning needs and implementing the plan, such as using interactive methods or two-way communication in class to encourage students' active participation and monitoring and evaluating the learning process as well as the results, to ensure whether the goal of improving speaking skills is achieved.

Planning is a crucial stage in the management of English language learning at MTs Nurul Jalal and MTs Khairul Ummah. In this context, good planning includes determining clear learning objectives, selecting appropriate teaching methods, and preparing relevant teaching materials. Research shows that careful planning can improve learning effectiveness and facilitate students' speaking skill achievement c. In both schools, teachers conduct a needs analysis to understand students' characteristics, which is then used to design appropriate learning activities. This is in line with findings that student needs-based planning can improve motivation and learning outcomes (Yusril & Yusri, 2023).

The use of technology in lesson planning is also an important focus. By utilizing digital platforms, teachers can design more interactive and engaging materials so that students are more motivated to participate in speaking activities (Rahmawati et al., 2023). For example, the use of

game-based learning applications has been shown to be effective in increasing student engagement in the learning process (Wulansari et al., 2022). Thus, planning that involves technology and approaches that are based on students' needs can have a positive impact on students' speaking skills.

### **Organization**

Based on the research findings, the organization of English language learning at MTs Nurul Jalal and MTs Khairul Ummah involves the careful arrangement of learning resources, the placement of teachers in accordance with their competencies, the provision of supportive learning facilities, and the effective division of time for teaching and learning activities. According to Terry's GR theory, organizing is a management function that focuses on arranging resources and activities so that organizational goals can be achieved effectively and efficiently. In the context of organizing English learning by placing English teachers who have the appropriate skills and experience in classes that require special attention in improving students' speaking skills. Providing learning facilities such as comfortable classrooms, audio-visual aids, and teaching materials that support the development of speaking skills. Organize class schedules and allocate adequate time for activities that promote speaking skills, such as discussions, presentations, and conversation exercises. Organize curriculum and teaching methods that suit students' learning needs, including the use of project-based learning methods or group work to promote oral interaction.

A logical value system emphasizes the use of reason and rationality in decision-making and action. In the context of organizing English language learning, a logical approach will ensure that all decisions regarding resource arrangements, student groupings, and teaching methods are based on evidence and rational considerations. For example, teacher selection and student grouping are based on performance data and specific learning needs, not on baseless assumptions or preferences. The structuring of lesson schedules and time allocation is also done by considering students' concentration ability and the effectiveness of different teaching methods. Thus, this approach helps to ensure that the organization process runs efficiently and can produce optimal results in improving students' speaking skills.

Organizing in the context of English language learning at MTs Nurul Jalal and MTs Khairul Ummah involves arranging resources, both human and material, to support the teaching and learning process. Good classroom organization, including the division of study groups, is essential to create a conducive environment for students to practice speaking (Zainuddin, 2019). In this study, teachers organized students in small groups to conduct discussions and presentations, which allowed each student to contribute and practice speaking in a more comfortable atmosphere. This is in line with collaborative learning theory, which emphasizes the importance of interaction between students in improving speaking skills (Alvi Rochmania, 2022).

In addition, time organization is also an important factor in learning management. By planning a flexible schedule, teachers can provide sufficient time for students to practice speaking, both in formal and informal contexts (Badiah, 2025). Research shows that students who have the opportunity to practice regularly tend to show significant improvement in their speaking skills. Therefore, an effective organization in English language learning dramatically influences the development of students' speaking skills.

### **Implementation**

Based on the research findings, the implementation of English language learning at MTs Nurul Jalal and MTs Khairul Ummah includes various strategies used by teachers to improve students' speaking skills. This could involve using teaching methods that focus on

communication, such as role-play, group discussion, presentation, and debate. Teachers may also provide constructive and continuous feedback to students to help them develop their speaking skills. This implementation could also include the utilization of technology in learning, such as using interactive language learning apps or utilizing digital media to access audio and video content that can improve students' understanding and speaking practice.

Based on Terry & Leslie W, (2021) theory of actuating, it is a management function that focuses on moving and motivating people to work effectively to achieve organizational goals. In the context of implementing English language learning, teachers use a variety of interesting and interactive teaching methods to engage students in speaking activities. This could include techniques such as language games, small group discussions, or class debates that encourage active participation. Teachers motivate students through verbal rewards, encouragement, and recognition of their efforts to speak English. The feedback given is also geared towards correcting and improving students' speaking skills.

The ethical value system focuses on morality and fairness in the implementation of activities. In the context of implementing English language learning, an ethical approach means that teachers ensure that every student gets a fair chance to participate and speak in class without discrimination or prejudice. Teachers also act with students' emotional and psychological well-being in mind, ensuring that the feedback given is not only constructive but also supportive and encouraging. For example, in managing the class, teachers give equal time and attention to students who may be more shy or less confident in speaking. Teachers also encourage a positive and supportive learning environment where mistakes are seen as part of the learning process, not as something to be avoided or feared.

The implementation of English learning at MTs Nurul Jalal and MTs Khairul Ummah is done by applying diverse methods to improve students' speaking skills. Methods such as role-play, group discussion, and individual presentation are used to provide students with opportunities to practice speaking in various contexts (Lestari, 2020). Research shows that interactive and participatory learning methods can increase students' confidence in speaking. In its implementation, teachers also provide constructive feedback to help students understand their strengths and weaknesses in speaking.

In addition, interesting learning media, such as videos and learning apps, are also used to support the learning process (Wicaksono, 2025). These media not only make learning more interesting but also help students understand the context of using English in real situations. Research shows that students who are exposed to varied learning media tend to be more motivated and engaged in the learning process. Thus, effective implementation with appropriate methods and media can significantly improve students' speaking skills.

### **Evaluation**

Based on the research findings, the evaluation of English learning at MTs Nurul Jalal and MTs Khairul Ummah involves various techniques and tools to measure the extent to which students' speaking skills have developed. This evaluation could include the use of oral tests, individual or group presentations, formative assessment during the learning process, and observation of students' participation in speaking activities in class. Evaluation also includes self-reflection by students, where they assess their progress in speaking skills and identify areas that need improvement. Teachers might also use clear rubrics to provide detailed feedback so that students understand what they did well and what they need to improve.

Evaluation is not only conducted at the end of the period but also on an ongoing basis throughout the learning process. This allows for timely and relevant feedback to students. Based

on the evaluation results, teachers can make adjustments to the teaching methods or materials used. If it is found that specific methods are not effective in improving speaking skills, teachers can change their approach to better suit the needs of the students. Practical evaluation involves giving constructive feedback to students, allowing them to understand their strengths and weaknesses in speaking English and to work on areas that need improvement.

Value systems focus on the end goal or outcome of an action. In the context of English learning evaluation, a teleological approach means that all evaluation processes are designed with the end goal in mind, which is to improve students' speaking skills. If the learning goal is to increase students' confidence in public speaking, then the evaluation will focus on measuring students' progress in this aspect, using relevant and meaningful evaluation tools. This goal-based evaluation ensures that every step taken during the teaching and evaluation process leads to the desired outcome- a tangible improvement in students' speaking skills.

Evaluation is an integral part of English language learning management that aims to measure students' progress in speaking skills. At MTs Nurul Jalal and MTs Khairul Ummah, evaluation is conducted regularly through various methods, including formative and summative assessment. Formative assessments, such as observation during speaking activities, allow teachers to provide immediate feedback to students, while summative assessments, such as final exams, provide an overview of student achievement (Masnah et al., 2024) Research shows that continuous evaluation can help students understand their progress and areas for improvement (Kusmini et al., 2021).

Supervision is also important in ensuring that the learning process goes according to plan. Teachers in both schools supervise students' activities during learning to ensure that every student gets equal opportunities to participate. In addition, supervision of technology use in learning is also conducted to ensure that students can utilize digital resources well (Erniawati, 2020). Thus, practical evaluation and supervision can improve learning quality and student learning outcomes in speaking skills.

### **Barriers**

Based on the research findings, some of the barriers to English language learning at MTs Nurul Jalal and MTs Khairul Ummah are that some students feel shy or afraid of making mistakes when speaking in English, which can hinder their participation in speaking activities. Limited access to effective learning media, such as audio-visuals, speaking exercise books, or language-learning technology, can be a barrier to improving students' speaking skills. Teaching methods that focus too much on grammar or theory without providing enough opportunities for speaking practice can also be an obstacle to developing students' speaking skills. A less supportive learning environment, such as a lack of opportunities to communicate in English outside the classroom, can also be a significant barrier.

According to GR Terry's theory, the functions of management include planning, organizing, actuating, and controlling. Barriers in English language learning are associated with failures or weaknesses in one or more of these functions in the planning aspect; barriers can occur if planning does not take into account all relevant variables, such as students' initial abilities or the availability of resources. Then, on the organizing aspect, barriers arise when the arrangement of human and material resources is ineffective, such as inappropriate placement of teachers or lack of necessary teaching aids. Furthermore, obstacles to implementation can occur if teaching methods are inadequate or if there is no effort to motivate students who lack confidence. Then, regarding the control/evaluation aspect, weaknesses in evaluation and feedback can result in an inability to identify and overcome obstacles quickly.



Although various efforts have been made to improve students' speaking skills, several obstacles remain in the English learning process at MTs Nurul Jalal and Khairul Ummah. One of the main obstacles is students' lack of confidence in public speaking. Many students feel anxious and afraid of making mistakes, which hinders their participation in speaking activities. Research shows that speaking anxiety can be a significant barrier for students in developing their speaking skills (Sari, 2025)

In addition, the limited time in the learning schedule is also an obstacle. With limited time, teachers often find it challenging to provide sufficient speaking practice to students. Research shows that students need sufficient time to practice in order to develop speaking skills effectively. Therefore, it is important to identify and overcome these constraints so that the learning process can run more optimally.

### **Solutions**

Based on the research findings, some solutions are proposed to overcome the barriers to English learning and improve students' speaking skills at MTs Nurul Jalal and MTs Khairul Ummah by adopting teaching methods that focus more on speaking practice, such as role-play, simulation, group discussion, and debate, which can increase students' participation and build their confidence in speaking. Then, integrating technology, such as language learning apps and social media platforms, can provide students with more opportunities to practice speaking in a safe and supportive environment and further improve teachers' competence in teaching speaking skills through specialized training on interactive learning techniques and the use of educational technology and creating a supportive environment where students are encouraged to use English actively outside the classroom, for example, through English clubs or extracurricular activities that focus on oral communication.

Relating management functions include planning by devising a clear and structured plan to implement interactive teaching methods and learning technologies. This includes identifying resource needs, determining learning objectives, and developing a curriculum that focuses on speaking skills. Organizing involves arranging resources, including setting teacher training schedules, allocating budgets for learning technology, and placing teachers in classes according to their competencies. Organizing also involves setting the time and structure of learning activities that support the development of speaking skills. Actuating involves implementing the plan that has been developed by involving all stakeholders, including teachers, students, and parents. This implementation demands compelling motivation and direction from teachers to ensure students' active participation in speaking activities. Next is control, which is achieved by monitoring and evaluating the effectiveness of the implemented solutions. This involves collecting data on students' progress in speaking skills and making adjustments where necessary to improve learning outcomes.

Rescheduling learning activities to allow more time for speaking practice can also be a solution. By allocating specific time for speaking activities, students will have more opportunities to practice and improve their skills (Amanullah, 2020). Research shows that consistency in speaking practice is essential for the development of language skills. By implementing these solutions, it is expected that students' speaking skills at MTs Nurul Jalal and MTs Khairul Ummah can improve significantly.

### **CONCLUSION**

This study found that English language learning management at MTs Nurul Jalal and MTs Khairul Ummah has been well implemented through planning, organizing, implementing, and

evaluating, which support the improvement of students' speaking skills. The main obstacles include students' lack of confidence, limited facilities, and limited learning time. Solutions include technology integration, teacher training, and developing a supportive learning environment. G.R. Terry's theory-based learning management approach proved effective in overcoming speaking learning challenges. Interactive and technology-based methods increase students' motivation and participation. However, this study has limitations in terms of generalization, so further studies are needed to test the effectiveness of this strategy in various educational contexts.

## REFERENCES

- Adiba, L. F. (2023). Value Based Education to Develop Attitude of Inclusive. *Jurnal Dimensi Pendidikan Dan Pembelajaran*, 11(1), 148–153. <https://doi.org/10.24269/dpp.v11i1.8258>
- Alvi Rochmania, Z. (2022). Perencanaan Sarana Dan Prasarana Di Sekolah Dasar Islam Mohammad Hatta Malang. *Leadership: Jurnal Mahasiswa Manajemen Pendidikan Islam*, 3(1). <https://doi.org/10.32478/leadership.v3i1.882>
- Amanullah, M. A. (2020). Pengembangan media pembelajaran flipbook digital guna menunjang proses pembelajaran di era revolusi industri 4.0. *Jurnal Dimensi Pendidikan Dan Pembelajaran*, 8(1), 37–44.
- Anwar, S., & Umam, H. (2020). Transformative Education: Emphasizing 21st Century Skills and Competencies in The Independent Learning Curriculum. *AIM: Journal of Islamic Education Management*, 1(1), 1–16. <https://doi.org/10.15575/aim.v1i1.28886>
- Badiah, L. I. (2025). Development of Interactive Multimedia Modules to Support Inclusive Education in the Learning Planning for Children With Special Needs Course. *Jurnal Dimensi Pendidikan Dan Pembelajaran*, 13(1), 122–133. <https://doi.org/10.24269/dpp.v13i1.10852>
- Cahyono, D. (2025). Teacher's Feedback to Improve Students' Writing Recount Text at First Semester Students of English Letters Department UIN Raden Mas Said Surakarta in 2024-2025. *Jurnal Dimensi Pendidikan Dan Pembelajaran*, 13(1), 109–121. <https://doi.org/10.24269/dpp.v13i1.10730>
- Erniawati. (2020). *Evaluasi Kinerja Guru Pendidikan Agama Islam*. Pustaka Learning Center.
- Fathira, V., & Utami, S. (2019). Implementing an Android-Based Learning Media Application to Improve Learners' Ability in Pronouncing Ending-S. *J-Shmic Journal of English for Academic*, 6(2), 14–26. [https://doi.org/10.25299/jshmic.2019.vol6\(2\).3555](https://doi.org/10.25299/jshmic.2019.vol6(2).3555)
- Hanan, A., Marjani, G. I., Suherman, U., Firdaus, A., Albustomi, A. G., Goffary, I., Anwar, S., & Arken, M. R. (2023). Harnessing Technology for Environmental Method: Cultivating High Order Thinking Skills for Sustainable Maritime Development Knowledge. *IOP Conference Series: Earth and Environmental Science*, 1265(1), 12004. <https://doi.org/10.1088/1755-1315/1265/1/012004>
- Kusmini, K., Santosa, B., Budiastuti, P., Tentama, F., & Sofyan, E. (2021). Development of Work-Based Skills Competence Test Model for Vocational High School Student on Internship Program. *Jurnal Dimensi Pendidikan Dan Pembelajaran*, 9(1), 10. <https://doi.org/10.24269/dpp.v9i1.2486>

- Lestari, N. S. (2020). Implementasi Manajemen Strategi Peningkatan Mutu Pembelajaran Prodi Pgmti Stain Al-Fatah Jayapura. *Jurnal Dimensi Pendidikan Dan Pembelajaran*, 8(1), 45. <https://doi.org/10.24269/dpp.v0i0.2299>
- Masnah, S. L., Komaro, M., & Sumardi, K. (2024). Kompetensi Digital Guru SMK Menghadapi Tantangan Pembelajaran Digital. *Jurnal Dimensi Pendidikan dan Pembelajaran*, 12(2), 202–214.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis, A Methods Sourcebook*. SAGE Publications, Inc.
- Mulyani, M. (2023). Alur Ceria Pembelajaran Bahasa Inggris Kelas X SMA Dalam Konteks Implementasi Kurikulum Merdeka. *Jurnal Dimensi Pendidikan Dan Pembelajaran*, 11(2), 142–148. <https://doi.org/10.24269/dpp.v11i2.7189>
- Pradana, A. A. (2021). Strategi Pembentukan Karakter Siswa Pada Jenjang Pendidikan Dasar Melalui Mata Pelajaran Pendidikan Jasmani Olahraga Dan Kesehatan. *PREMIERE: Journal of Islamic Elementary Education*, 3(1), 78–93.
- Rahmawati, D., Lestari, S., & Alawiyah, N. S. (2023). Meningkatkan Keunggulan Lembaga Pendidikan Islam Melalui Pengelolaan Manajemen Kurikulum. *SHIBYAN: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 1(1), 15–27.
- Raymond, S. E., Siregar, D. L., Indrawan, M. G., ST, M. M., & Sukma, M. (2023). *Manajemen Sumber Daya Manusia*. CV Gita Lentera.
- Sari, D. (2025). Analysis of the Use of AI (Artificial Intelligence) Based Learning Media in State Vocational High Schools (SMK) in Langkat Regency. *Jurnal Dimensi Pendidikan Dan Pembelajaran*, 13(1), 37–47. <https://doi.org/10.24269/dpp.v13i1.10463>
- Sugianto. (2023). English Learning Interest of the Junior High School Students: A Mixed Methods Study. *Jpi (Jurnal Pendidikan Indonesia)*, 12(3), 566–575. <https://doi.org/10.23887/jpiundiksha.v12i3.65809>
- Terry, G. R., & Leslie W, R. (2021). *Dasar-Dasar Manajemen Edisi Revisi*. Bumi Aksara.
- Wicaksono, M. Y. K. A. (2025). Utilizing Serious Games as an Interactive Platform for Programming Learning in Informatics Students. *Jurnal Dimensi Pendidikan Dan Pembelajaran*, 13(1), 149–160. <https://doi.org/10.24269/dpp.v13i1.10758>
- Wulansari, S., Komariah, A., Gaffar, M. F., Suryadi, & Kurniady, D. A. (2022). Management Of Financing In The Development Of Educational Facilities At Primary Schools. *Res Militaris*, 12(2).
- Yang, W., Huang, R., Li, Y., & Li, H. (2021). Training Teacher-researchers Through Online Collective Academic Supervision: Evidence From a Postgraduate Teacher Education Programme. *Journal of Computer Assisted Learning*, 37(4), 1181–1193. <https://doi.org/10.1111/jcal.12558>
- Yusril, M., & Yusri, A. F. (2023). Konsep Perencanaan Strategis di Lembaga Pendidikan. *Nazzama: Journal of Management Education*, 2(2), 205–212.
- Yusuf, M. (2015). Pendidikan inklusif di perguruan tinggi: Antara peluang dan tantangan. *Islamika: Jurnal Ilmu-Ilmu Keislaman*, 15(2).

Zainuddin, Z. (2019). Pengembangan Model Pembelajaran Flipped Classroom Dengan Taksonomi Bloom Pada Mata Kuliah Sistem Politik Indonesia. *Jurnal Dimensi Pendidikan Dan Pembelajaran*, 7(2), 109. <https://doi.org/10.24269/dpp.v7i2.1809>