



The Effectiveness of Classroom Management in the Learning Process: A Study of Pancasila and Citizenship Education Teachers in Grade X at SMA Negeri 2 Sekayam

Fety Novianty

Universitas PGRI Pontianak, Kalimantan Barat, Indonesia

Email: putrikhanza96@yhao.co.id

Yuliananingsih*

Universitas PGRI Pontianak, Kalimantan Barat, Indonesia

Email: myuliana1221@gmail.com

*Corresponding Author

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Abstract

This study aimed to analyze the implementation of classroom management in the learning process of Pancasila and Civic Education (PPKn) and to identify the factors influencing its implementation in Grade X at SMA Negeri 2 Sekayam. A quantitative method with an associative approach was employed. Data were collected through questionnaires, interviews, and documentation. The sample consisted of 100 students selected from a population of 240 students. Data were analyzed using percentage analysis techniques. The findings revealed that the implementation of classroom management by PPKn teachers in Grade X at SMA Negeri 2 Sekayam, Sanggau Regency, achieved an average score of 86.18%, which falls into the "Effective" category. The study also showed that the effectiveness of PPKn learning is strongly influenced by teachers' ability to manage the learning environment, organize students, and foster positive learning interactions. Furthermore, classroom management practices are affected by both internal and external factors. Internal factors include teachers' competence and readiness, while external factors involve school conditions and the development of Pancasila and Civic Education learning.

Keyword: Classroom Management, Learning Effectiveness, Pancasila and Civic Education, Learning Process

Abstrak

Penelitian ini bertujuan untuk menganalisis pelaksanaan manajemen kelas dalam proses pembelajaran Pendidikan Pancasila dan Kewarganegaraan (PPKn) serta mengidentifikasi faktor-faktor yang memengaruhi pelaksanaannya di kelas X SMA Negeri 2 Sekayam. Penelitian menggunakan metode kuantitatif dengan pendekatan asosiatif. Data dikumpulkan melalui angket, wawancara, dan dokumentasi, dengan sampel sebanyak 100 siswa dari total populasi 240 siswa. Analisis data dilakukan menggunakan teknik persentase. Hasil penelitian menunjukkan bahwa pelaksanaan manajemen kelas oleh guru PPKn di kelas X SMA Negeri 2 Sekayam Kabupaten Sanggau memperoleh skor rata-rata 86,18% yang termasuk dalam kategori efektif. Temuan ini mengindikasikan bahwa efektivitas pembelajaran PPKn sangat dipengaruhi oleh kemampuan guru dalam mengelola lingkungan belajar, mengatur peserta didik, serta membangun interaksi pembelajaran yang positif. Selain itu, pelaksanaan manajemen kelas dipengaruhi oleh faktor internal yang berasal dari kompetensi dan kesiapan guru, serta faktor eksternal yang mencakup kondisi sekolah dan perkembangan pembelajaran PPKn.

Kata Kunci: Manajemen Kelas, Efektivitas Pembelajaran, Pendidikan Pancasila dan Kewarganegaraan, Proses Pembelajaran.

INTRODUCTION

The learning process is an important thing in an education, because learning interaction is a core learning activity that can be a means of scientific transfer between educators and



students in a structured and planned manner, so that it will make students understand the material delivered by educators. A good learning process should be that educators as learning managers must be able to liven up a comfortable and fun classroom atmosphere and be able to strive for the formation of student activeness in the learning process.

The purpose of national education in general is to educate the life of the nation. Apart from that, instilling values through attitudes and behaviors to students in accordance with the norms of the Indonesian nation in accordance with the ideology of Pancasila is also a goal in the world of education. It is also stated in the National Education System Law Chapter II Article 3 that national education functions to develop abilities and shape the character and civilization of a dignified nation to educate the life of the nation.

Syaiful Sagala, (2017:11) said that the goal of education is the realization of a social order marked by the existence of noble ethics in each individual and justice in the state in terms of life. Likewise with the educational objectives in secondary schools, schools are always required to refer to the goals of national education by paying attention to the characteristic stages of student development, conformity with the environment, regional development needs, national development direction, paying attention to the development of science and technology and the life of humanity globally.

In line with the development of today's society, education faces many challenges, one of which is related to improving the quality of education. One of the efforts to improve the quality of education is by improving the teaching and learning process. Teaching and learning are basically an interaction or reciprocal relationship between educators and learners in an educational situation. Therefore, educators in teaching are required patience, tenacity and an open attitude in addition to their abilities in a more active teaching and learning situation.

The development of science and technology and changes in the educational paradigm require educators to be more innovative in designing learning, meaning that educators must carry out classroom reforms in compiling and implementing learning. Classroom management is part of school management that helps determine the quality of education. The ability of an educator in classroom management has a very central role, both as a planner, implementer, and learning evaluator. It must be understood that the main supporter of achieving learning goals is a meeting medium for all components of education.

Classroom management is the main task of educators in creating a classroom atmosphere that allows learning interaction to occur as much as possible, improves, improves students' learning so that they remain interested, involved in teaching and learning activities and easier to receive lessons. Teaching success in the sense of achieving teaching objectives is highly dependent on the ability to organize classes that can create a situation that allows students to

learn, thus being the starting point for successful teaching. Learners can learn well in a reasonable atmosphere, without pressure in stimulating conditions to learn. Creating an atmosphere that can foster a passion for learning, improve students' learning achievements, and allow educators to provide guidance and assistance to students in learning, adequate classroom organization is needed.

The subject of Pancasila and Citizenship Education (PPKn) is one of the subjects that has a strategic and important role in shaping the character and attitude of students in their daily behavior, so it is hoped that everyone will be able to become a good person. PPKn requires students to show a good, creative, and responsible attitude. PPKn subjects in high school have different objectives and functions from each component of the material studied by students. PPKn teachers must be able to have the right strategy for learning and be able to manage the classroom in the learning process at school, so that the learning results produced are better, allowing to help students in achieving an ease, speed of achieving habits, and student pleasure in learning PPKn to be used as guidelines and instructions for life in students' lives.

The results of observations at the State High School 2 Sekayam (SMAN 2) Sanggau Regency still found classroom management problems in the learning process, for example from the arrangement of students to the arrangement of existing facilities. Therefore, the researcher wants to find out the implementation of classroom management in the Learning Process by PPKn Teachers in Class X of SMA Negeri 2 Sekayam and what factors hinder the management of the classroom, so that it can answer the problems in the classroom in the learning process.

Research on classroom management has been done by many researchers before. One of them is research conducted by Asim, Nurfazri, Subagio, Ruba'i, and Prasetya (2023) with the title "*Classroom Management in Improving Effective Learning*". The study uses a descriptive qualitative approach to identify and describe the application of classroom management in improving learning effectiveness. This study emphasizes that the success of learning is greatly influenced by the teacher's ability to manage the classroom optimally. Another study was conducted by Syaiful Hidayat, Sumiati, and Rusli Malli (2023) on "*The Effectiveness of Islamic Education Management*". The research focuses on the effectiveness of Islamic education management in improving the quality of education. The results of the study show that the effectiveness of Islamic education management is achieved through good collaboration between various management elements. This research emphasizes the importance of integrated management in improving the quality of educational processes and outcomes.

Based on these two studies, there are similarities with the research that will be conducted, namely both examining management aspects in increasing the effectiveness of the educational process. However, there are quite fundamental differences. The research of Asim et al. (2023)

focuses more on the implementation of classroom management in general in creating effective learning, while the research of Syaiful Hidayat et al. (2023) focuses on the effectiveness of Islamic education management in the context of managing educational institutions. The research that will be conducted by the author this time focuses on the effectiveness of classroom management management in the learning process of Pancasila and Citizenship Education (PPKn), using quantitative approaches. This study aims to determine the implementation of classroom management in the Learning Process by Pancasila and Citizenship Education Teachers in Class X of SMA Negeri 2 Sekayam, Sanggau Regency, and the factors that affect teachers in carrying out classroom management in the learning process by Pancasila and Citizenship Education Teachers in Class X of SMA Negeri 2 Sekayam Kabupaten Sanggau. Thus, this research is expected to make a new contribution related to the implementation of effective classroom management in Pancasila and Citizenship Education learning.

METHOD

The type of research used in this study is quantitative. Quantitative research is research that uses sampling techniques to obtain numerical data which is then statistically analyzed. (Hardani et al. (2020)). In addition, quantitative research can also be said to be a research method based on the philosophy of positivism, used to research a certain population or sample, data collection using research instruments, quantitative data analysis with the aim of testing the hypothesis that has been determined (Sugiyono (2019)). The form of research used in this study is a form of associative approach research. Associative research is research that aims to find out the relationship between two or more variables (Sugiyono (2019)). With this research, it will be possible to build a theory that functions to explain, predict, and control a symptom.

Population is a generalized area consisting of objects or subjects that have certain qualities and characteristics that are determined by the researcher to be studied and then drawn conclusions (Sugiyono (2019)). The population in this study is Pancasila and Citizenship Education (PPKn) teachers who teach in class X of SMA Negeri 2 Sekayam as many as 2 people, and class X students as many as 240 students. Based on this population, the sample withdrawal in this study uses a type of cluster sampling (area sampling), which is a sampling technique where the population is divided into several groups (clusters), then how many clusters are randomly selected to be used as a research sample. From a population of 240 students, 100 students were taken as a research sample.

Every research in addition to the use of the right method also requires the ability to choose or compile relevant data collection techniques. The data collection techniques used in this study are; Indirect Communication Techniques, Direct Communication Techniques, and Documentary

Study Techniques. Meanwhile, the data collection tools used are questionnaires, interview guidelines, and documentation.

Data analysis techniques are activities carried out by researchers in revealing the meaning of the data that has been obtained from the research process that has been carried out. The effectiveness of classroom management in the learning process by PPKn teachers in class X of SMA Negeri 2 Seayam Sanggau Regency can be found by analyzing the questionnaire sheets that have been filled out by students and teachers. The data that has been collected is processed and then presented in a good and neat order. To process the data in this study, the following steps were taken; (1) All lists of questionnaire data statements are collected and then checked and grouped according to the number of respondents, (2) The data obtained is re-examined to find answers from incomplete questionnaires, (3) The compilation and calculation of data is carried out manually using excel, (4) The data that has been compiled and calculated is then presented in the form of a table, (5) Calculating the number or frequency of each answer in the questionnaire, (6) Calculate the percentage of answers in the form of a table based on the subject, (7) The discussion is then presented in the form of a table.

In this study, the researcher will present the results of a research data questionnaire in the form of quantitative data that will be calculated by percentage technique. The percentage data analysis technique is intended to determine the status of variables, namely the effectiveness of classroom management management in the learning process by Pancasila and Citizenship Education teachers in class X of SMA Negeri 2 Sekeyam, Sanggau Regency. The analysis uses an effectiveness test, a performance realization test, a performance target test, and a hypothesis test. The results of the analysis depend on the choice according to the proportion of respondents and become the starting point for conclusions. The criteria for assessing respondents' responses in this study refer to the opinion of Mahmudi (2015), based on the percentage of effective answers in the range of 95% and above = Very Effective. If the respondent answers, the effectiveness is in the range of 80% - 89% = Effective. If the respondents answered the effectiveness in the range of 70% - 79% = Quite Effective. However, if the respondents answered the effectiveness was in the range of less than 70% = Less Effective.

RESULTS AND DISCUSSION

The results of the study show that the implementation of classroom management in the learning process by Pancasila and Citizenship Education teachers in class X of SMA Negeri 2 Sekayam Sanggau Regency has been carried out effectively, this can be seen from the following discussion description.

Table 1. Recapitulation of Each Aspect

No.	Table Name	Realization	Target	Total %
1	Aspects of Classroom Management Planning	1.625	2.000	81,25
2	Aspects of Physical Setting and Classroom Environment	1.766	2.000	88,30
3	Aspects of Student Behavior Management	1.738	2.000	86,90
4	Aspects of Learning Time Management	1.854	2.000	92,70
5	Aspects of Classroom Social and Emotional Atmosphere Management	1.855	2.000	92,75
6	Aspects of Classroom Management Evaluation	1.504	2.000	75,20
Quantity		10.342	12.000	86,18

Table 2. Effectiveness of Classroom Management Implementation Learning Process by PPKn Teachers

No.	Aspects	%	Criteria
1	Aspects of Classroom Management Planning	81,25	Effective
2	Aspects of Physical Setting and Classroom Environment	88,30	Effective
3	Aspects of Student Behavior Management	86,90	Effective
4	Aspects of Learning Time Management	92,70	Highly Effective
5	Aspects of Classroom Social and Emotional Atmosphere Management	92,75	Highly Effective
6	Aspects of Classroom Management Evaluation	75,20	Quite Effective
Average Amount		86,18	Effective

Aspects of Classroom Management Planning

The results of the study showed that the aspect of classroom management planning was in the realization of the score reaching 1,655 out of the target score of 2,000 with a percentage of 81.25% with the criterion of “Effective”. The results of the study show that in this aspect, PPKn teachers have carried out learning planning by preparing learning objectives, materials, methods, and classroom management strategies before the learning process takes place. Careful planning allows teachers to anticipate various classroom conditions so that the learning process can run in a directional and systematic manner.

This finding is in line with the opinion of Mulyasa (2020) who states that planning is the first step that determines the success of classroom management. Teachers who have good planning will be better prepared to manage student behavior and create a conducive learning environment. In addition, Sanjaya (2019) emphasized that learning planning that is integrated with classroom management can increase the effectiveness of the teaching and learning process.

Aspects of Physical Setting and Classroom Environment

The results of the study showed that the realization of the score reached 1,766 out of the target score of 2,000 with a percentage of 88.30% with the criterion of “Effective”. This means that the physical setting and classroom environment have been optimally performed. PPKn teachers regulate seating, lighting, ventilation, and classroom cleanliness so as to support the comfort of students in learning. A well-organized and comfortable classroom environment has a positive impact on students' concentration and motivation to learn. This is in accordance with the theory of Evertson and Weinstein (2021) who state that the management of the physical environment in the classroom is an important part of classroom management because it can affect students' behavior and involvement in learning. Djamarah and Zain (2018) also emphasized that a conducive learning environment will encourage the creation of an effective and fun learning atmosphere.

Aspects of Student Behavior Management

Based on the results of the study, the management of student behavior was carried out with a preventive and persuasive approach, the realization of the score reached 1,738 out of the target score of 2,000 with a percentage of 86.90% with the criterion of “Effective”. PPKn teachers set class rules clearly and consistently and provide positive reinforcement to student behavior in accordance with class norms. This approach can create discipline without causing psychological pressure on students. These findings state that effective management of student behavior emphasizes problem prevention rather than repressive handling. In addition, Slavin (2018) emphasized that providing positive reinforcement can improve students' disciplined behavior and responsibility in learning.

Aspects of Learning Time Management

The results of the research on the aspect of learning time management are in the realization of the score reaching 1,854 out of the target score of 2,000 with a percentage of 92.70% with the criterion of “Very Effective”. This shows that PPKn teachers are able to manage learning time well, starting from the introduction, core, to closing activities. A proportionate division of time makes learning effective and learning objectives can be achieved according to planning. This is in accordance with the opinion of Arends (2015) who states that time management is one of the indicators of the success of classroom management. Teachers who can manage their time efficiently will minimize learning disruptions and maximize student engagement. Sanjaya (2019) also emphasized that good time management can increase the effectiveness of learning and student learning outcomes.

Aspects of Classroom Social and Emotional Atmosphere Management

The results of the study showed that the realization of the score reached 1,854 out of the target score of 2,000 with a percentage of 92.70% with the criterion of “Very Effective”. It means that PPKn teachers have succeeded in creating a positive social and emotional atmosphere in the classroom. The relationship between teachers and students is harmonious, characterized by open communication, mutual respect, and a democratic classroom atmosphere. This condition makes students feel safe and comfortable in participating in learning. These findings are in line with the theory of Emmer and Sabornie (2015) which states that a positive social and emotional climate of the classroom has a great influence on student motivation and engagement. In addition, Mulyasa (2020) emphasized that teachers who are able to build good emotional relationships with students will find it easier to manage the classroom effectively.

Aspects of Classroom Management Evaluation

The results of the study showed that the realization of the score reached 1,504 out of the target score of 2,000 with a percentage of 75.20% with the criterion of “Quite Effective”. Thus, teachers have evaluated classroom management on an ongoing basis. Evaluation is carried out through observation of student behavior, learning reflection, and assessment of the effectiveness of the classroom management strategy implemented. The results of the evaluation are used as a basis for improving and improving the quality of further learning. This is in accordance with the opinion of Arikunto (2019) who states that evaluation not only serves to assess learning outcomes, but also to improve the learning process. Continuous classroom management evaluation allows teachers to tailor learning strategies to the needs and characteristics of students.

Based on the results of the percentage data processing of all aspects, an overview was obtained that the implementation of classroom management in the learning process by PPKn teachers in class X of SMA Negeri 2 Sekayam Sanggau Regency was at an average score of 86.18% with the criterion of “Effective”. This shows a positive tendency towards the classroom management practices applied by PPKn teachers during the learning process, so that it can support the achievement of PPKn learning goals. M. (2024) that the goals of classroom management are; 1) Creating a conducive and productive learning environment, 2) Increasing student engagement and participation, 3) Reducing distractions and maximizing learning time, 4) Fostering positive relationships between teachers and students as well as social-emotional development of students, 5) Facilitating an effective learning process that is in accordance with student characteristics.

Meanwhile, the results of the research on factors that affect the implementation of classroom management in the learning process by PPKn teachers are, factors derived from

internal aspects of teachers, students, infrastructure, classroom environment, as well as curriculum factors and learning time. The existence of these factors has an impact on the lack of optimal classroom management and the smooth learning process, this can be seen from the following picture;

1. Characteristics and Behavior Factors of Students

The results of the study show that differences in student characteristics, such as the level of discipline, learning motivation, and social background, are one of the inhibiting factors in classroom management. PPKn teachers have difficulty in controlling the classroom when there are students who lack focus, often speak to themselves, or show undisciplined behavior. These findings are in line with the opinion that diversity of student characteristics is a major challenge in classroom management. In addition, Slavin (2018) emphasized that low student motivation to learn can trigger the emergence of deviant behavior that interferes with the learning process.

2. Teacher Competency and Readiness Factors

The results of the study show that the limited competence of PPKn teachers in implementing varied classroom management strategies is an inhibiting factor. PPKn teachers tend to use monotonous learning methods, which has an impact on decreasing student attention and participation in PPKn learning. This is in accordance with the opinion of Mulyasa (2020) who states that teachers' ability to manage the classroom is greatly influenced by their pedagogic competence. Djamarah and Zain (2018) also emphasized that the lack of mastery of learning strategies and classroom management can cause the classroom atmosphere to be less conducive.

3. Learning Facilities and Infrastructure Factors

The results of the study show that the limitations of facilities and infrastructure, such as narrow classrooms, too many students, and a lack of learning media, also hinder the implementation of classroom management. The physical condition of the classroom that is not supportive makes it difficult for PPKn teachers to arrange seating and manage student learning interactions. This finding is in line with the opinion of Sanjaya (2019) who stated that learning facilities and infrastructure have an important role in supporting the success of classroom management. An inadequate physical classroom environment can trigger discomfort and lower student concentration in learning.

4. Learning Time Allocation Factors

The results of the study show that the limited allocation of learning time is one of the inhibiting factors in classroom management. PPKn teachers often face limited time to deliver material while managing student behavior, especially when learning requires discussion and active participation. This is in accordance with the opinion of Arends (2015) who states that

less effective time management can reduce the quality of learning and increase the potential for classroom disruption. Mulyasa (2020) also emphasized that the pressure to achieve curriculum targets often makes teachers less than optimal in implementing classroom management.

5. Environmental and Climate Factors of the Class

The results of the study show that less conducive classroom environmental conditions, such as noisy classroom atmosphere or lack of cultural support for school discipline, are obstacles in the implementation of classroom management. A less supportive school environment can affect students' attitudes and behaviors during the learning process. These findings are in line with the opinion of Emmer and Sabornie (2015) who stated that the classroom climate and school culture have a significant influence on the success of classroom management. A less supportive environment will make it difficult for teachers to enforce rules and create an effective learning atmosphere.

6. Characteristic Factors of PPKn Subjects

The results of the study show that the characteristics of PPKn subjects that emphasize aspects of values, attitudes, and morals are challenges in class management. Abstract and normative materials require varied learning strategies so that students stay focused and active. This is in accordance with the opinion of Winataputra (2016) who states that PPKn learning requires a contextual and participatory pedagogic approach. Without good classroom management, learning values and character is difficult to achieve optimally.

CONCLUSION

The results of the study show that the implementation of classroom management in the learning process by Pancasila and Citizenship Education (PPKn) Teachers in class X of SMA Negeri 2 Seayam Sanggau Regency is in the effective category with an average percentage of 86.18%, so this study has several implications as follows: 1) Theoretical Implications; The results of this study strengthen the theories of classroom management which states that good classroom management will create a conducive, orderly learning atmosphere, and support the achievement of learning goals optimally. The findings of this study also show that the effectiveness of Pancasila and Citizenship Education learning is greatly influenced by the ability of teachers to manage the learning environment, manage students, and create positive learning interactions. 2) practical implications for teachers; The results of this study provide an overview that effective classroom management can improve the quality of the learning process. Therefore, Pancasila and Citizenship Education teachers need to continue to improve their competence in managing the classroom through mastering more varied learning strategies, improving communication skills, and strengthening skills in controlling and motivating students. 3) Implications for Schools; The findings of this study show that the success of

classroom management is not only influenced by teachers, but also by external factors such as facilities and infrastructure, the school environment, and school managerial support. Therefore, schools need to provide adequate support through the provision of learning facilities, teacher professional development programs, and policies that support the creation of a conducive learning climate. 4) Implications for the Development of PPKn Learning; Effective classroom management can be one of the important factors in improving the quality of PPKn learning.

The implementation of this research has several limitations that need to be considered, namely: 1) This research is only carried out on teachers and students of class X of SMA Negeri 2 Seayam Sanggau Regency so that the results of the research cannot be generalized to all high schools that have different characteristics. 2) This study only focuses on the effectiveness of classroom management in PPKn learning without examining in depth the relationship between classroom management and student learning outcomes. 3) The collection of research data mostly uses questionnaires and observations so that it still allows for the subjectivity of respondents in providing answers. 4) This study only identifies the factors that affect the implementation of classroom management, both internal and external factors, without measuring the level of influence of each factor statistically. 5) The limited research time causes observations of the implementation of classroom management to be carried out only in a certain period so that it does not fully describe the learning conditions that take place throughout the school year. With these limitations, the results of this study are expected to be an initial reference for future studies that examine the effectiveness of classroom management in Pancasila and Citizenship Education learning in more depth.

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