

MENTORING ON EFFECTIVE CLASSROOM MANAGEMENT STRATEGIES FOR TEACHERS OF MADRASAH DINIYAH MAMBAUL ULUM BULANGAN HAJI PEGANTENAN PAMEKASAN

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Abstract

This service research aims to improve teachers' skills in managing the classroom effectively in Madrasah Diniyah Mambaul Ulum Bulangan Haji Pegantenan Pamekasan, while creating a conducive and interactive learning atmosphere. The background of this activity departs from the initial conditions of learning, which are still dominated by the one-way lecture method, low student participation, and suboptimal classroom behavior management. Through a systematic mentoring approach, this research uses a participatory action research (PAR) method that actively involves teachers starting from the problem identification stage, training, simulation, direct practice in the classroom, to evaluation. The implementation of mentoring includes providing training on the concept of Classroom Management, simulating classroom management strategies, arranging learning spaces, applying varied learning methods, and utilizing positive reinforcement. Research data were obtained through observation, interviews, and documentation, then analyzed descriptively and qualitatively. The results showed a significant increase in teacher skills, including the application of clear class rules, variations in learning methods, increased teacher-student interaction, and the use of media and spatial arrangements that better support collaboration. Student participation increased, disruptive behavior decreased, and the classroom atmosphere became more conducive. Supporting factors for success include teacher motivation, support from madrasah administrators, and positive acceptance from santri, while inhibiting factors are limited facilities and adaptation to new methods. In conclusion, effective classroom management strategies can be implemented well in traditional madrasah diniyah, have a positive impact on the quality of learning, and are relevant to be adopted in similar educational institutions.

Keywords: classroom management, teacher mentoring, madrasah diniyah, santri participation, active learning

Abstrak

Penelitian pengabdian ini bertujuan untuk meningkatkan keterampilan guru dalam mengelola kelas secara efektif di Madrasah Diniyah Mambaul Ulum Bulangan Haji Pegantenan Pamekasan, sekaligus menciptakan suasana belajar yang kondusif dan interaktif. Latar belakang kegiatan ini berangkat dari kondisi awal pembelajaran yang masih didominasi metode ceramah satu arah, rendahnya partisipasi santri, serta pengelolaan perilaku kelas yang belum optimal. Melalui pendekatan pendampingan yang sistematis, penelitian ini menggunakan metode participatory action research (PAR) yang

melibatkan guru secara aktif mulai dari tahap identifikasi masalah, pelatihan, simulasi, praktik langsung di kelas, hingga evaluasi. Pelaksanaan pendampingan meliputi pemberian pelatihan konsep Classroom Management, simulasi strategi pengelolaan kelas, penataan tata ruang belajar, penerapan metode pembelajaran variatif, dan pemanfaatan positive reinforcement. Data penelitian diperoleh melalui observasi, wawancara, dan dokumentasi, kemudian dianalisis secara deskriptif kualitatif. Hasil penelitian menunjukkan adanya peningkatan signifikan pada keterampilan guru, antara lain penerapan aturan kelas yang jelas, variasi metode pembelajaran, peningkatan interaksi guru-santri, serta pemanfaatan media dan tata ruang yang lebih mendukung kolaborasi. Partisipasi santri meningkat, perilaku mengganggu berkurang, dan suasana kelas menjadi lebih kondusif. Faktor pendukung keberhasilan meliputi motivasi guru, dukungan pengurus madrasah, dan penerimaan positif dari santri, sedangkan faktor penghambat adalah keterbatasan sarana dan adaptasi terhadap metode baru. Kesimpulannya, pendampingan strategi pengelolaan kelas efektif dapat diimplementasikan dengan baik di madrasah diniyah tradisional, memberikan dampak positif pada kualitas pembelajaran, dan relevan untuk diadopsi di lembaga pendidikan sejenis.

Kata kunci: *pengelolaan kelas, pendampingan guru, madrasah diniyah, partisipasi santri, pembelajaran aktif*

INTRODUCTION

Classroom management is a core skill that every educator must have so that the learning process can take place effectively, constructively, and according to educational goals. Arbaugh, (2000) explains that classroom management is a series of activities designed to create a learning environment that supports the achievement of learning objectives through regulating interactions, controlling behavior, and utilizing available resources. In formal education contexts, teachers usually receive training or have access to adequate professional development resources. However, in non-formal education institutions such as madrasah diniyah, especially those in rural areas, teachers' classroom management skills often still face significant challenges. Limited infrastructure, lack of formal training, and the diverse backgrounds of students are factors that complicate the classroom management process in these environments.

Madrasah Diniyah Mambaul Ulum Bulangan Haji Pegantenan Pamekasan is one of the religious education institutions that has an important role in forming a young generation with religious knowledge, noble character, and Islamic personality. As a non-formal educational institution, this madrasah diniyah provides religious learning outside formal school hours, including the study of the yellow book, fiqh, akidah, morals, and other Islamic lessons. The existence of madrasah diniyah in rural areas like this is very vital, because it becomes a moral and spiritual fortress for the community in the midst of increasingly rapid globalization. However, this strategic role is faced with complex challenges, one of which is the weak application of effective classroom management strategies by some teachers.

Learning conditions at Madrasah Diniyah Mambaul Ulum are still dominated by the traditional one-way lecture method. Santri often become passive listeners without being involved in the interactive learning process. As a result, some santri show a lack of

concentration, engage in distracting conversations, or even leave learning activities before the end of time. This situation leads to learning objectives not being achieved optimally. Tsai et al., (2020) state that effective classroom management includes the prevention of behavioral problems, the creation of a positive classroom climate, the physical arrangement of the learning space, and the implementation of teaching strategies that encourage active student participation.

The classroom management strategy assistance for teachers in Madrasah Diniyah Mambaul Ulum refers to the Classroom Management theory by Emmer and Stough (2001), which emphasizes the importance of careful lesson planning, the creation of clear classroom rules and routines, the development of positive relationships between teachers and students, and appropriate handling of behavioral problems (Syakdiyah et al., 2020). This theory is relevant to be applied in Madrasah Diniyah by adjusting Islamic values and the characteristics of typical santri. In addition, Skinner's behavioral learning theory approach is also a reference, especially in the aspect of positive behavior reinforcement. Teachers can apply positive reinforcement such as praise, symbolic rewards, or recognition in front of peers to increase learning motivation and reduce disruptive behavior.

The urgency of this mentoring activity is increasingly evident, considering the very strategic role of madrasah diniyah in shaping the character and morals of the younger generation, especially in rural areas that still uphold religious traditions. The classroom management skills of teachers in Madrasah Diniyah generally have not received serious attention from the government or teacher training institutions. As a result, some teachers have not been able to create a well-managed learning environment, so that the quality of learning decreases, santri behavior is difficult to control, and learning targets are not achieved. Classroom management assistance in Madrasah Diniyah Mambaul Ulum is expected to become a model of teacher capacity building in non-formal religious institutions that can be replicated in other madrasah diniyah, both in Pamekasan and in other regions with similar characteristics.

The main objectives of this mentoring activity are to increase teachers' understanding of the concept of effective classroom management, train teachers' skills in applying strategies that are by the characteristics of students and local culture, encourage the creation of a positive, participatory and conducive learning climate, and produce a module of Islamic values-based classroom management strategies that can be used sustainably. The results of previous research show strong relevance to this activity. Baskoro & Wibowo, (2021) found that classroom management training in elementary schools can improve teachers' skills in managing interactions and reduce students' disruptive behavior. Tahrir et al., (2021) showed that the application of active learning strategies based on effective classroom management can increase student learning motivation in secondary schools. Shaturaev, (2021) in research on madrasah aliyah concluded that the combination of positive behavior reinforcement and discipline enforcement can increase student involvement in the learning process. Sari et al., (2024) revealed that intensive mentoring of teachers in pesantren can improve classroom management skills and create

a more conducive learning atmosphere. Cilliers et al., (2020) proved that classroom management based on local wisdom can increase students' sense of belonging to the classroom, so that learning participation increases.

The main difference between this service research and previous research lies in the context and approach used. Most of the previous studies were conducted in formal schools, madrasah aliyah, or pesantren with relatively more adequate facilities. This research specifically targets rural madrasah diniyah with yellow book-based learning and religious studies. The mentoring approach is also different, namely through direct coaching in the classroom with continuous mentoring, not just one-time training. The strategy developed takes into account the limited infrastructure, afternoon or evening learning time, and the local culture of the Pamekasan community. The novelty of this activity lies in combining modern classroom management theory with Islamic education values and local wisdom, designed for the context of madrasah diniyah. The mentoring is conducted in the form of training as well as direct practice in the classroom, followed by a feedback session so that teachers can improve and optimize the strategies used. This approach is expected to be more effective because it provides space for teachers to learn while practicing in real situations.

Madrasah Diniyah Mambaul Ulum, the location of the activity, is located in Bulangan Haji village, Pegantenan sub-district, Pamekasan district, East Java. This madrasah was established in the early 1990s as a forum for religious education for children and youth of the village. Currently, the number of students is around 120 people who are divided into several classes based on the level of ability to read the book. The majority of teachers are graduates of local pesantren and teach voluntarily without significant remuneration. Learning facilities are still simple, consisting of classrooms with board dividers, wooden benches, blackboards, and minimal technological facilities. Nevertheless, the enthusiasm of teachers and students to learn religion is very high, so this madrasah has become the center of religious activities in the village community, including routine recitation, commemoration of Islamic holidays, and various social activities. With this background, the classroom management strategy assistance for teachers of Madrasah Diniyah Mambaul Ulum is expected to make a real contribution in improving the quality of learning, creating a conducive learning atmosphere, and strengthening the role of Madrasah Diniyah in producing a generation with knowledge, morals, and ready to face the challenges of the times. The integration of scientific approaches, Islamic values, and local wisdom is the main foundation of this activity, so that the results are expected to be relevant, applicable, and sustainable in the rural religious education environment.

METHOD

The research method used in this service activity entitled *Effective Classroom Management Strategy Assistance for Madrasah Diniyah Mambaul Ulum Bulangan Haji Pegantenan Pamekasan Teachers* is designed using a qualitative approach with the type of participatory action research. This approach was chosen because it allows active collaboration between the service team and the teachers as partners in designing, implementing, and evaluating classroom management strategies that are in accordance

with the needs and conditions of the field. Activities are carried out through the stages of preparation, implementation, and evaluation. In the preparation stage, initial observations were made to identify the real conditions of learning, patterns of teacher and santri interaction, and classroom management challenges faced. In addition, interviews were conducted with teachers and madrasah administrators to gather information about teaching habits, available facilities, and expectations for assistance.

The implementation stage includes training on effective classroom management concepts and techniques based on Emmer and Stough's *Classroom Management* theory, which has been adapted to the values of Islamic education and Pamekasan's local wisdom. The training was conducted interactively using short lectures, discussions, simulations, and case studies. After that, teachers are allowed to practice the strategies they have learned in their respective classes, while the service team makes direct observations to provide input and feedback. The evaluation stage is carried out by assessing changes in teacher skills in managing the classroom, which are measured through observation notes, teacher reflections, and assessment of santri participation in learning. Qualitative data obtained from observations, interviews, and documentation of activities, then analyzed using the Miles and Huberman interactive analysis model, which includes data reduction, data presentation, and conclusion drawing. This method is expected to produce a mentoring model that is effective, applicable, and can be replicated in other madrasah diniyah, while improving the quality of learning and creating a conducive learning climate in Madrasah Diniyah Mambaul Ulum.

RESULTS AND DISCUSSION

The mentoring activities on effective classroom management strategies in Madrasah Diniyah Mambaul Ulum Bulangan Haji Pegantenan Pamekasan provided a number of significant findings, both related to the initial conditions of learning, the implementation process, and the changes that occurred after the intervention. These findings were obtained through field observations, in-depth interviews with teachers and madrasah administrators, and documentation of activities. The initial conditions before the assistance showed that most teachers in Madrasah Diniyah Mambaul Ulum still used the traditional one-way lecture method. The teacher plays a dominant role as the deliverer of the material, while students tend to be passive and only listen. This has an impact on the low active participation of students, the emergence of behaviors that disrupt the course of learning, such as chatting outside the material, leaving the class without permission, and a lack of concentration in following the lesson. The classroom layout is still simple, only equipped with a blackboard and wooden benches arranged in parallel. There is no seating arrangement that supports collaborative learning or small group interaction.

The results of the initial interviews show that teachers find it difficult to manage the class because of the large number of students (20-35 people per class), diverse ability backgrounds, and limited learning time, which takes place in the afternoon or evening. Teachers also admitted that they had never received formal training on classroom management, so the strategies used were only based on personal experience or habits in pesantren. The mentoring implementation process was carried out in several stages,

starting from training on effective classroom management concepts, simulation of strategy implementation, direct practice in the classroom, to joint evaluation. In the training session, teachers are introduced to Emmer and Stough's *Classroom Management* principles, which include lesson planning, establishing classroom rules and routines, building positive relationships with students, and handling behavior problems constructively. Teachers also get an explanation of *positive reinforcement* techniques to strengthen positive santri behavior, such as giving praise, symbolic awards, or recognition in front of peers.

Simulations are conducted by involving teachers as active participants in role plays, where they practice classroom management in situations that are scenarized to resemble the real conditions in the madrasah. Classroom management strategies that are practiced include flexible seating arrangements for group discussions, the use of nonverbal cues to attract the attention of students, questioning techniques that provoke participation, and giving varied tasks according to the ability level of the students. During direct practice in the classroom, the service team observed the teacher's performance. The observation results showed a significant improvement in classroom management skills. Teachers began to apply clear class rules, convey learning objectives at the beginning, utilize a variety of teaching methods, and provide positive feedback to students. Students showed more enthusiastic responses, increased participation, and reduced disruptive behavior. Students' responses to changes in classroom management strategies tend to be positive. Many santri feel more valued because they are actively involved in learning. Small group discussions encourage santri to help each other understand the material, while giving simple awards motivates them to behave in an orderly and active manner. Some santri stated that the learning atmosphere became more fun and not monotonous as before.

Supporting factors for the success of this assistance include the enthusiasm of teachers to learn new strategies, full support from madrasah administrators, and the openness of santri to different learning methods. The inhibiting factors include limited infrastructure, a relatively short learning time, and the old habits of teachers and students that require time to adapt. Overall, this assistance was successful in enhancing teachers' skills in classroom management, creating a more conducive learning environment, and increasing santri participation. These results show that with appropriate and sustainable interventions, madrasah diniyah teachers can develop effective classroom management skills even with limited facilities.

Table 1. Mentoring Results

OBSERVED ASPECTS	INITIAL CONDITIONS	AFTER MENTORING	CHANGES THAT OCCUR
TEACHER TEACHING METHODS	Dominance of one-way talk, minimal interaction	Variety of methods: group discussions, Q&A, simulations	Increased interaction and student involvement
STUDENT PARTICIPATION	Low, passive and lack of focus	High, students actively ask,	Participation increases,

		answer, and discuss	students are more enthusiastic
STUDENT BEHAVIOR MANAGEMENT	Lots of disruptive behavior, unclear rules	Clear rules, consistent enforcement, <i>positive reinforcement</i>	Disruptive behavior decreases, order increases
SPATIAL ARRANGEMENT	Benches are aligned, do not support group interaction	Flexible spatial planning, supporting discussion and collaboration	The classroom atmosphere is more dynamic and interactive
TEACHER-SANTRI RELATIONSHIP	Formal and infrequent two-way communication	More warm, teachers often give motivation and praise	More positive relationships, increased emotional closeness
USE OF LEARNING MEDIA	Limited to whiteboard	Utilize simple visual media and props	The material is easier to understand and interesting for students
TIME DISCIPLINE	Inconsistent learning start times	The start time is more appropriate, the schedule is mutually agreed upon	Timeliness increases, more structured learning
TEACHER'S UNDERSTANDING OF THEORY	Low, not familiar with the concept of modern class management	Understand and apply <i>Classroom Management theory</i>	Significant improvement of teachers' pedagogical competence

DISCUSSION

The findings of the service research at Madrasah Diniyah Mambaul Ulum Bulangan Haji Pegantenan Pamekasan show significant changes in teachers' classroom management skills and the overall quality of learning. These changes can be analyzed more deeply by linking them to classroom management theory, active learning principles, and relevant previous research. The initial conditions found in the field show that the learning methods used by teachers are dominated by one-way lectures. In theory, this learning model is in accordance with the traditional paradigm where the teacher is the main source of information, while students or santri play a passive role as recipients of knowledge. According to the behavioristic learning theory that is widely applied in traditional schools, the teacher is considered the center of control of the learning process, and the success of learning is measured by the extent to which students can memorize and repeat the material presented. However, the weakness of this approach is the lack of

opportunities for students to build understanding independently, develop critical thinking skills, and be actively involved in the learning process.

In the perspective of *Classroom Management* proposed by Arbaugh, (2000) Effective classroom management requires a combination of creating a conducive learning environment, consistent rule enforcement, the use of varied learning strategies, and positive interactions between teachers and students. The finding that teachers in Madrasah Diniyah Mambaul Ulum had not implemented these strategies before the mentoring indicates a great need for professional training in this area. The limited formal training experienced by teachers made classroom management dependent on personal experiences that were not necessarily effective. After the intervention through the mentoring program, there were improvements in various aspects that were in line with theory and previous research findings. For example, clear class rule setting and consistent enforcement contribute to the reduction of students' disruptive behavior. This is following Tsai et al., (2020) view that positive teacher-student relationships, combined with clear behavioral expectations, are the determining factors for successful classroom management. The application of *positive reinforcement* in the form of praise, symbolic rewards, and public recognition encourages santri to display positive behavior, in line with the reinforcement theory proposed by (Skinner, 1984).

The use of more varied learning methods, such as group discussions, question and answer, and simulations, has an impact on increasing santri participation. This approach reflects the principle of *student-centered learning*, which places students as active subjects in the learning process. Johnson, Johnson, and Holubec (1998) emphasize that cooperative group work not only improves understanding of the material but also develops social skills and individual responsibility (Bonang et al., 2022). This finding is also in line with Slavin's (1995) research, which shows that cooperative learning can improve learning outcomes as well as foster a sense of community in the classroom (Emmenegger et al., 2019). The change in classroom layout to be more flexible to support discussion and collaboration underlines the importance of the physical environment in learning. Doyle's (1986) theory of classroom ecology states that the organization of learning spaces and equipment affects social interactions and the teaching-learning process (Bean & Melzer, 2021). By changing the position of the benches and creating a discussion space, teachers at Madrasah Diniyah Mambaul Ulum succeeded in creating a more dynamic classroom climate conducive to collaborative learning.

The positive response of students to changes in learning strategies also confirms the relevance of learning motivation theory. According to Deci and Ryan (1985) in the *Self-Determination* theory, student engagement will increase if they feel they have autonomy, competence, and good social relationships in the learning environment (Allen & Seaman, 2010). A more interactive learning approach and positive appreciation fulfill these three psychological needs, giving rise to students' intrinsic motivation to learn. In addition, the findings regarding the improvement of warmer teacher-student relationships indicate the important role of emotional aspects in learning. Pianta (1999) emphasizes that positive emotional relationships between teachers and students are the foundation for creating a

safe and supportive learning environment (Firdaus & Kaloeti, 2020). Teachers who are able to build emotional closeness with students tend to be more successful in managing the classroom and facilitating an effective learning process.

Changes in time discipline are also an indicator of the success of mentoring. Before the intervention, the irregularity of learning start times reduced the effectiveness of learning. After the schedule agreement and enforcement of time rules, learning becomes more structured. This is in line with the concept of time management in learning proposed by Evertson and Weinstein (2006), where good time management improves the achievement of learning objectives and reduces distractions during the learning process (Amon & Bustami, 2021). When compared with the results of previous research, these findings show some similarities and differences. For example, research by Kurniawati (2017) in madrasah ibtidaiyah found that active learning-based classroom management training increased student participation by 40%. The similarity with this study lies in increasing participation, but the difference lies in the context of diniyah education, which has afternoon or evening learning time and more heterogeneous student characteristics in terms of age and educational background. Research by Rahman (2019) showed that *positive reinforcement* is effective in reducing students' negative behavior in primary schools. This is also evident in Madrasah Diniyah Mambaul Ulum, although the reward media used is adjusted to religious values and local wisdom.

The novelty of this service research lies in the adaptation of modern theory-based classroom management strategies to the context of traditional diniyah education. So far, research on classroom management has mostly been conducted in formal schools with complete infrastructure. In Madrasah Diniyah Mambaul Ulum, the strategy is adapted to the limited facilities and unique learning schedule. For example, the use of simple visual learning media such as picture cards and colored whiteboards became an alternative to digital technology that was difficult to access. Supporting factors for the success of mentoring include teachers' enthusiasm to learn and try new strategies, support from madrasah administrators, and students' openness to change. This is in line with the theory of innovation diffusion proposed by Rogers & Freiberg, (1994), which states that the adoption of innovations will occur more quickly if there is a willingness to learn, social support, and clear perceptions of benefits.

However, inhibiting factors such as limited infrastructure and old habits that are difficult to change need to be considered in the follow-up program. According to Anderson & Dron, (2011), changes in behavior and habits in education require sufficient time, ongoing support, and continuous evaluation. Thus, the success of this mentoring is only the first step towards more effective classroom management on an ongoing basis. From the overall findings, it can be concluded that the mentoring of effective classroom management strategies in Madrasah Diniyah Mambaul Ulum succeeded in improving the quality of learning interactions, reducing disruptive behavior, strengthening teacher-pupil relationships, and increasing students' learning motivation. This success was achieved through the application of modern classroom management principles adapted to the local context, the use of active learning strategies, and the strengthening of emotional

relationships in the classroom. This finding emphasizes that diniyah education has great potential to implement pedagogical innovations without abandoning its religious identity and traditions. With these results, this service research not only provides practical benefits for teachers and students at Madrasah Diniyah Mambaul Ulum but also offers theoretical contributions in the development of a contextualized classroom management model. This model can be a reference for other madrasah diniyah that face similar challenges, especially in areas with limited facilities but have strengths in religious values and community togetherness.

CONCLUSION

Based on the results of the service research conducted at Madrasah Diniyah Mambaul Ulum Bulangan Haji Pegantenan Pamekasan, it can be concluded that the effective classroom management strategy assistance program has a significant positive impact on improving the quality of learning. Before the assistance, teachers tended to apply the one-way lecture method with suboptimal classroom management, so that santri participation was low, the learning atmosphere was not conducive, and teacher-pupil interaction was limited. After the intervention, there were significant changes in various aspects, including the improvement of teachers' skills in managing the classroom, the use of more varied learning methods, the application of clear class rules, and the establishment of more harmonious teacher-student relationships.

The assistance also succeeded in encouraging teachers to utilize *positive reinforcement* and active learning strategies, which directly impacted increasing santri learning motivation and decreasing disruptive behavior. The rearranged classroom layout becomes more flexible to support interaction and collaboration between students, while the enforcement of time discipline makes the learning process more structured and efficient. This finding is in line with various theories of classroom management and the results of previous research, but the advantage of this study lies in the adaptation of modern strategies to the context of traditional diniyah education with limited facilities. The success of the assistance was influenced by the enthusiasm of the teachers, the support of the madrasah administrators, and the positive acceptance of the santri. However, there are still challenges in the form of limited facilities and the need for consistency in implementing new strategies. Thus, the results of this study confirm that innovations in classroom management can be implemented effectively in Madrasah Diniyah without losing its identity and religious values, as well as making an important contribution to the development of contextual learning models in religion-based non-formal education environments.

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