

## Implementation of Learning Management in Improving the Quality of Education

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Article	Abstract
<p><b>Article History :</b>            Received : May 23, 2026            Reviewed : June 15, 2026            Accepted : June 26, 2026            Published : June 28, 2026</p> <p><b>Keywords:</b>  <i>Learning Management;            Educational Quality;            Instructional Management;            Pesantren-Based School;            Qualitative Case Study.</i></p>	<p>Learning management plays a crucial role in improving educational quality, particularly in Islamic boarding school-based educational institutions that integrate academic excellence with religious and character education. However, previous studies have primarily examined instructional planning, implementation, and evaluation as separate processes, with limited attention to their integration within pesantren-based schools. This study aims to analyze the implementation of learning management in improving educational quality at Nurul Jadid Junior High School. A qualitative case study approach was employed using observations, semi-structured interviews, and documentation. Data were analyzed through data reduction, data display, and conclusion drawing, while source and methodological triangulation ensured the trustworthiness of the findings. The results indicate that learning management operates through an integrated cycle of instructional planning, implementation, and continuous evaluation, supported by collaborative teacher coordination, student-centered learning, digital technology integration, and systematic academic supervision. The novelty of this study lies in proposing an integrated learning management model that conceptualizes planning, implementation, and evaluation as interconnected processes for continuous educational quality improvement within a pesantren-based school. This model contributes to learning management theory and offers practical guidance for school leaders in strengthening instructional quality and sustainable school improvement.</p>

### INTRODUCTION

Education is a fundamental aspect of national life because it determines the quality of human resources and shapes the public's mindset (Suluh 2018). In the Indonesian context, enlightening the nation's life is one of the state's primary objectives, as stated in the Preamble to the 1945 Constitution. Furthermore, Law No. 20 of 2003 on the National Education System explains that education is a conscious and planned effort to create a learning environment and learning process that enable students to actively develop their potential. Thus, education is not only a process of imparting knowledge but also a means of character building and the comprehensive development of students' abilities.

Schools, as formal educational institutions, play a crucial role in achieving national educational goals. The success of an educational institution is not only determined by the adequacy of its facilities but is also influenced by the quality of the teaching and learning process in the classroom (Riyanto et al. 2020). To ensure that learning objectives are effectively achieved, effective management is required in every learning activity. This management encompasses the planning, implementation, and evaluation of learning (Santoso et al. 2023). These three aspects are interrelated in creating learning activities that are focused, systematic, and capable of supporting improvements in educational quality.

In practice, many educational institutions still face various challenges in managing the learning process (Supriani et al. 2025). Common issues include suboptimal development of learning materials, monotonous teaching methods, low teacher readiness, and evaluation processes that are not yet fully effective. These conditions lead to less effective learning activities and negatively affect the quality of

education. On the other hand, the changing times also demand that schools produce students who are creative, critical, and adaptable. Therefore, a learning management system is needed that can create a more effective learning environment aligned with the needs of modern education.

In pesantren-based educational institutions, the management of learning has distinct characteristics, as it is oriented not only to academic achievement but also to the development of students' religious character (Niswah et al. 2025). Nurul Jadid Junior High School, a pesantren-based educational institution, is worth studying because it has successfully maintained high educational quality and holds excellent accreditation. This school integrates formal education with pesantren values in the teaching and learning process. This situation demonstrates that the learning management system plays a crucial role in supporting educational quality within a pesantren-based school environment.

Numerous studies have examined the implementation of instructional management. Riyanto et al. (2020) explain that systematic instructional management can enhance the effectiveness of teaching and learning activities in schools. Santoso et al. (2023) also state that teacher coordination, the readiness of instructional materials, and periodic evaluations influence learning success. Research by Bararah (2017) confirms that instructional planning is a key factor in determining the success of the teaching and learning process. Additionally, Andriani, Hidayat, and Indawan (2021) demonstrate that teachers' readiness in developing instructional materials significantly influences the quality of classroom learning. Meanwhile, Wisman, Effrata, and Tutesa (2021) explain that systematic evaluation can improve the quality of education in schools.

Although various studies have addressed learning management, most focus on public schools and have not yet highlighted pesantren-based educational institutions at the junior high school level. Furthermore, previous research has generally focused on only one aspect, such as instructional planning or evaluation alone. However, improving educational quality requires a comprehensive examination of the processes of planning, implementing, and evaluating instruction. Therefore, there remains a need for further research, particularly regarding the application of instructional management in pesantren-based schools.

Based on the above description, the novelty of this study lies in its focus on implementing comprehensive learning management to improve the quality of education at Nurul Jadid Junior High School, a pesantren-based educational institution. This study not only discusses the planning stage but also examines the implementation and evaluation of learning to improve educational quality (Rusdiana et al. 2026). This study also fully integrates the three main functions of learning management—namely, planning, implementation, and evaluation—within the context of pesantren-based schools as a single, interconnected system. Thus, the research results are expected to make a scientific contribution and serve as a reference for pesantren-based educational institutions in developing a more effective, high-quality learning system.

## RESEARCH METHOD

This study employs a qualitative case study design. The qualitative approach is used to gain an in-depth understanding of phenomena grounded in field conditions and to highlight the meaning behind social events (Septiana and Khoiriyah 2024). The case study design was chosen because the research focuses on the implementation of learning management systems to improve the quality of education at Nurul Jadid Junior High School. This approach allows the researcher to obtain a more comprehensive picture of the planning, implementation, and evaluation processes of learning applied at the school (Auliyah, Habibah, and Faelasup 2024). The research was conducted at Nurul Jadid Junior High School, an Islamic boarding school with excellent accreditation. This location was chosen because the school has a learning system that integrates formal education with Islamic boarding school values, making it an interesting subject for studying how to improve educational quality.

Data collection was conducted through observation, interviews, and documentation. Observation was used to directly observe learning activities, educators' activities, and the implementation of learning management at the school (Ningsih et al. 2024). This study involved informants consisting of one school principal, one vice principal in charge of curriculum, and one subject teacher. Interview techniques were

used to obtain in-depth information about the informants' experiences and perspectives on the phenomenon under study Aulia, Fendiansyah, and Permana (2025). Meanwhile, documentation was used to supplement research data, including learning materials, learning activity schedules, evaluation results, and various records related to the implementation of learning at the school. The documentation technique complements observational and interview data, ensuring more accurate, systematic data.

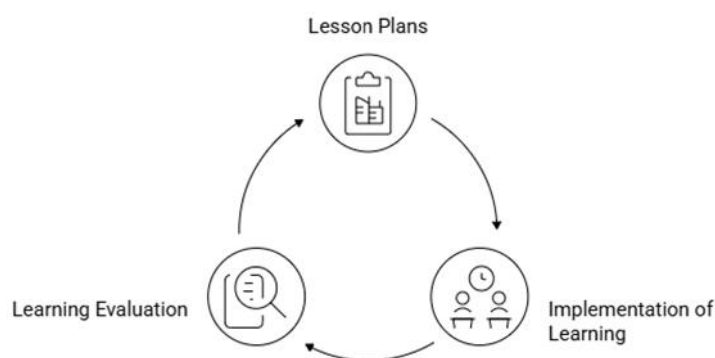


**Figure 1.** Research Informants

The results of this study indicate that the learning process unfolds in an interconnected cycle rather than as separate stages. The planning stage serves as the foundation for determining learning objectives and direction, which are then implemented during the classroom implementation stage. This implementation creates real-world conditions that reveal the degree of alignment between the lesson plan and actual classroom practice. Furthermore, the results of the implementation process serve as the primary basis for evaluation activities aimed at assessing the effectiveness of the learning that has taken place. Evaluation functions not only as the final stage but also as a reference for making improvements in the subsequent planning stage. Thus, the continuous interconnection between planning, implementation, and evaluation forms a dynamic learning system and serves as the primary foundation for improving the quality of education at Nurul Jadid Junior High School.

Data analysis was conducted using an interactive model that includes data reduction, data presentation, and drawing conclusions Rijali (2018). Data reduction involved selecting and simplifying the information gathered during the research process to align with the study's focus. Afterward, the data were presented in a descriptive analysis to help the researcher understand the relationships among the field-collected information. The final stage involved drawing conclusions based on observations, interviews, and documentation results. In addition, the credibility of the data was ensured by systematically comparing findings from observation, interview, and documentation results to identify similarities and differences among the data sources. This comparison process allowed the researcher to confirm the consistency of information and strengthen the validity of the research findings before final conclusions were drawn. To ensure data validity, this study also employed source and methodological triangulation to strengthen the data obtained.

## RESULT AND DISCUSSION



**Figure 2.** Learning Management Cycle

### Lesson Plans

Instructional planning designs learning activities for set objectives. At Nurul Jadid Junior High School, each teacher plans instruction independently, coordinating with the curriculum department and Subject Teachers' Consultative Forum. "Lesson planning is the sole responsibility of the teacher. This matter is later discussed in the Subject Teachers' Consultation forum, with the involvement of the Deputy Head of the Curriculum Department as an initiator or facilitator to streamline the planning process and ensure it is well-directed." (Miyangga 2026) The Deputy Head of the Curriculum Department also noted that while teachers have the freedom to design lesson plans, these plans must align with the school's vision and students' needs. According to him, teachers are the ones who best understand classroom conditions, so lesson planning should be given flexible room, yet remain under school supervision to ensure the quality of learning is maintained. Based on the interview results, it appears that teachers are given the authority to develop learning materials independently, but implementation remains under the school's guidance and evaluation. The involvement of the Deputy Head of the Curriculum Division and the forum indicates the existence of a coordination system to standardize the direction of learning and align it with the school's educational objectives.

Instructional planning at Nurul Jadid Junior High School takes several forms, ranging from weekly, quarterly, and semester-long plans to annual plans. In developing these plans, teachers at Nurul Jadid Junior High School are required to complete instructional documentation, including syllabi, teaching modules, Lesson Plans, and other administrative materials. The Deputy Head of the Curriculum Department stated that the initial stage of developing instructional plans involves understanding the learning outcomes established by the government. He explained: "In the first stage, teachers study the Learning Outcomes established by the government to then formulate Learning Objectives and the Sequence of Learning Objectives." (Miyangga 2026).

According to the Deputy Head of the Curriculum Division, the formulation of learning objectives does not focus solely on content delivery but also aims to develop students' character and skills. In his view, effective teaching must align curriculum goals with students' actual classroom conditions. Furthermore, teachers identify students' needs through initial assessments to determine their readiness, interests, and learning characteristics. The fact that every student has different abilities and learning styles means that teachers cannot use the same approach for all students. Therefore, initial assessments are essential to ensure a more effective learning process aligned with students' needs. The results of this identification are then used to develop the core components of instruction, including learning objectives, activity steps, methods, and the assessments to be used.

According to the Deputy Head of the Curriculum Division, the development of core components must be carefully planned, as they serve as the primary guide for teachers in conducting classroom instruction. With clear planning in place, teachers can more easily manage the learning process and adjust their teaching strategies if challenges arise in the classroom. In addition, teachers select instructional materials and media to use as teaching aids, thereby making learning more effective

and easier for students to understand. "Selection of materials and media as teaching aids." (Miyangga 2026) The use of educational media is now an essential requirement for supporting modern learning. According to the author, teachers are encouraged to utilize creative and varied media so that students are more active and do not easily become bored during lessons.

Once all instructional materials have been finalized, teachers from each subject hold joint discussions through the Subject Teachers' Consultation Forum, attended by the principal and the curriculum department. The results of these discussions are then compiled into the school's academic calendar. Through this forum, teachers can also exchange information regarding student progress across various aspects of learning. At the end of the process, an evaluation and revision of the learning plan were conducted to align with students' needs and progress. The Deputy Head of the Curriculum Department stated that evaluations of the learning plan are conducted periodically to assess the alignment between the established plan and its implementation in the classroom. If any challenges or discrepancies are identified, teachers are asked to make revisions so that subsequent learning activities can proceed more effectively.

These findings can be explained through learning management theory, which positions planning as the initial stage that determines the direction of the entire learning process. Planning serves not only as an administrative activity but also as a strategic foundation for organizing objectives, resources, and learning steps to ensure they proceed effectively. This is evident in the practices at Nurul Jadid Junior High School, which show that planning is carried out collaboratively among teachers, the vice principal for curriculum, and the Subject Teachers' Consultative Forum. This reflects the presence of organizational and supervisory functions that ensure alignment between the learning plan and the school's vision as well as the students' needs. Furthermore, the use of government-established learning outcomes indicates an orientation toward an outcomes-based approach, while the initial student assessments demonstrate the application of the principle of differentiated instruction. Thus, instructional planning at this school is not merely technical but also strategic, adaptive, and oriented toward the continuous improvement of educational quality.

### **Implementation of Learning**

During the implementation of instruction at Nurul Jadid Junior High School, before the first class begins, students and teachers first recite Surah Ya-Sin together in the school's "Prayer Hall. This activity is part of the school's spiritual practices to foster students' religious character. Upon entering the classroom, the lesson begins with a group prayer and a respectful greeting to the teacher, to instill good manners and respect for educators. Next, the teacher ensures the students are ready before the learning process begins. Once the classroom environment is conducive, teaching and learning activities are carried out in accordance with the previously planned learning objectives. Overall, the classroom learning process proceeds smoothly in a conducive atmosphere. This is evident in the students' active engagement in the lessons and their responses to the teacher's material.

"In general, the lessons I teach go smoothly, and the students actively participate in the learning process, including when I explain the practical material." (Rosyid 2026). Based on the results of these interviews, it is clear that the lessons were implemented according to the previously established plan. Student engagement served as an indicator that the learning process was effective and fostered positive interaction between teachers and students. Student enthusiasm was also noticeably higher when lessons included hands-on activities. In practice, there were some differences between the lesson plan and the classroom conditions. However, these differences did not have a significant impact on the learning process. These differences were primarily due to variations in students' learning styles. Some students tended to engage directly, while others preferred to observe the learning process first. Nevertheless, the teacher still managed the classroom effectively, ensuring that the learning objectives were met.

The teacher also explained that, in general, all the previously designed learning components can be effectively applied in teaching and learning activities. In practice, the teacher more often uses hands-on methods because they are tailored to the characteristics of the Computer Science subject, which requires practical technology skills. After the practical activity, the teacher usually asks several students to present their understanding of the material studied. This is done to enhance students'

engagement, confidence, and communication skills in the learning process. Regarding facilities and infrastructure, the teacher stated that the school's facilities are sufficient to support the learning process. Each classroom is equipped with a television that can be used as a learning medium. The teacher explained that: "Generally speaking, all the classrooms here are equipped with TVs. So, in terms of technology, we're pretty well-equipped. Most recently, when I was teaching, I had students practice using Canva for design and ChatGPT. I've incorporated those tools into my lessons." (Rosyid 2026).

It is evident that the use of technology in teaching at Nurul Jadid Junior High School has been implemented quite effectively. Teachers not only use visual media such as PowerPoint but also utilize digital applications like Canva and ChatGPT as part of student learning practices. With these tools, learning becomes more engaging and interactive, thereby enhancing students' understanding of the taught material. The use of this technology also enhances student engagement because students do not merely receive material passively but are directly involved in digital-based practical activities that encourage active participation in the classroom. Furthermore, the use of applications like Canva provides students with the opportunity to creatively express their ideas through design projects, thereby helping their creativity develop more fully. The integration of ChatGPT also helps students explore information more quickly and independently, which ultimately enhances the effectiveness of the learning process.

Although the learning process is quite effective, teachers admit they still face several challenges, particularly regarding students' varying abilities to understand technology. Some students are already accustomed to using technology at home, while others still face limitations in operating it. Additionally, the limited availability of technology within the boarding school environment presents its own challenges in the learning process. To address these conditions, teachers conduct initial assessments to determine students' skill levels, followed by personalized and emotional support for students who struggle with learning.

"The way to increase children's participation is by giving them the freedom to speak. This is intended to boost their participation during learning. The key is to give them the freedom to innovate." (Rosyid 2026). In addition to learning, evaluation is also an important part of the learning process at Nurul Jadid Junior High School. Teachers use several forms of assessment within specific time frames, ranging from daily to annual evaluations.

"The way I evaluate learning outcomes often involves daily assessments through brief evaluations that include feedback and recognition. Some evaluations are conducted every three months, with a more detailed process, and then there are semester-end evaluations conducted by the school." (Rosyid 2026). Thus, it can be concluded that the implementation of learning at Nurul Jadid Junior High School has been quite effective. This is evident in the implementation of learning components, the use of practical methods appropriate to the subject's characteristics, the use of technology in learning, and the personal approach teachers take to increase student participation and enthusiasm for learning.

### **Learning Evaluation**

Learning evaluation is the final stage in learning management, aimed at determining the effectiveness of the teaching and learning process and the achievement of previously planned learning objectives. At Nurul Jadid Junior High School, learning evaluations are conducted periodically and involve the principal, the curriculum department, the quality assurance department, and subject teachers. Evaluations focus not only on student learning outcomes but also on the quality of lesson planning and classroom instruction.

The principal explained that: "The principal conducts an evaluation once a year. The curriculum and quality assurance department also conducts evaluations to review the lesson plans prepared by teachers." (Jufri 2026). This statement indicates that learning evaluation at Nurul Jadid Junior High School is conducted systematically through the monitoring and review of teachers' instructional materials. The evaluation aims to ensure that lesson plans remain relevant to current curriculum developments and educational policies. The principal also explained that if there are policy changes or updates to the Learning Outcomes, teachers must immediately adjust the instructional materials they

have created. In practice, the evaluation is carried out through supervision and assessment of teachers' instructional materials. The school also implements a system for collecting instructional records for periodic analysis and evaluation.

The principal stated that: "Indicators for assessing effective planning are typically derived from the results of supervision or evaluation." (Jufri 2026). Based on the interview results, it is evident that learning success is reflected not only in student learning outcomes but also in the quality of planning and classroom instruction implementation. According to the principal, active classrooms that foster a positive learning atmosphere are generally the result of well-thought-out, focused instructional planning. In addition to school evaluations, subject teachers also conduct step-by-step evaluations of student learning outcomes within specific time frames.

"The methods I use to evaluate learning outcomes include daily assessments through brief evaluations that provide feedback and recognition. Some are conducted every three months, with a more detailed process, and then there are semester-end evaluations carried out by the school." (Rosyid 2026). This statement indicates that learning assessment is conducted on an ongoing basis through daily, quarterly, semesterly, and annual evaluations. Daily assessments are carried out through brief evaluations and student feedback, while longer-term assessments are conducted in greater depth by the school. In the assessment process, schools also face several challenges, particularly time constraints and the large number of teachers to be evaluated. Additionally, teachers who are new to the profession sometimes struggle to adapt their instructional materials to changes in the applicable Learning Outcomes. In the boarding school environment, the limited duration of instruction also poses a unique challenge in implementing learning evaluations. Subject teachers also acknowledge that instructional planning plays a crucial role in the quality of education at the school.

Thus, it can be concluded that learning evaluation at Nurul Jadid Junior High School has been conducted systematically and continuously. The evaluation not only assesses student learning outcomes but also includes supervision of teaching materials, classroom instruction, and teachers' ability to adapt instruction to curriculum developments and student needs. The existence of routine evaluations is one of the school's efforts to improve the quality of learning and overall educational quality.

The results of learning evaluations serve not only as final assessments but also as the primary basis for improving the learning process in subsequent stages. Findings from classroom observations, assessments of instructional materials, and student learning outcomes are analyzed by teachers in collaboration with school administrators to identify areas for improvement. Based on this analysis, teachers revise instructional materials—such as Lesson Plans, teaching methods, and learning media—to better align with students' needs and curriculum developments. Subsequently, evaluation results are discussed in school evaluation forums as feedback to continuously enhance the quality of learning. This feedback mechanism forms a continuous cycle in which evaluation results serve as a reference for developing subsequent lesson plans, thereby enabling systematic and sustainable improvements in learning quality.

## Discussion

Learning management is a key component in improving the quality of education in schools. An effective learning process depends not only on teachers' instructional skills but also on its systematic planning, implementation, and evaluation. Education is fundamentally a conscious effort to develop students' potential so they can grow optimally, both intellectually and characteristically (Suluh 2018). Therefore, the learning process requires focused management to ensure educational goals are effectively achieved (Muhtadin and Laksono 2024). Based on research findings at Nurul Jadid Junior High School, the implementation of learning management begins with lesson planning, carried out independently by subject teachers. Lesson planning serves as the primary guideline for teachers in conducting teaching and learning activities so that learning proceeds in a systematic and focused manner. Bararah (2017) explains that lesson planning serves as a reference for teachers in determining learning steps to achieve learning objectives effectively.

In addition to serving as a guide for instruction, lesson planning also helps teachers understand students' needs and determine teaching methods that suit their individual characteristics. This aligns

with the views of Marheni et al. (2025), who state that effective lesson planning can help teachers manage instruction more effectively. Instructional planning also influences improvements in student learning outcomes because a structured learning process makes it easier for students to understand the material (Adawiyyah 2024). In its development, the instructional materials at Nurul Jadid Junior High School include learning objectives, instructional steps, learning media, and learning assessment. These findings align with the views of Widiyanto and Wahyuni (2020), who explain that instructional planning must be implemented systematically to serve as a reference in the learning process. Additionally, teachers' ability to develop instructional materials is a crucial factor in the success of the teaching-learning process (Andriani et al. 2021).

Teachers' ability to develop instructional materials needs continuous improvement to enhance the quality of learning. One approach is through educational training and workshops. (Widyastuti and Sakti 2022) explain that workshops can improve teachers' ability to develop more effective, student-tailored instructional materials. Research findings also indicate that the lesson plans developed by teachers are subsequently discussed collectively through Subject Teachers' Working Groups. These activities demonstrate collaboration among teachers, school principals, and the curriculum department to improve the quality of learning at the school. This finding aligns with the research by Riyanto et al. (2020), which explains that implementing instructional management requires coordination and supervision to ensure the learning process runs effectively. A similar point is made by Santoso et al. (2023), who state that a well-designed instructional management system helps teachers deliver lessons more effectively.

In their teaching practices, teachers at Nurul Jadid Junior High School primarily employ hands-on activities, discussions, and presentations. Teachers do not merely act as conveyors of material but also as facilitators who help students actively engage with the learning process. This aligns with the views of Fauzi and Mustika (2022), who explain that teachers serve as facilitators who guide students throughout the learning process. Student engagement is a key indicator of successful learning. Based on the research findings, students at Nurul Jadid Junior High School appeared to be more active when learning was conducted through hands-on practice. Qinanthi and Baharudin (2025) explain that students' active participation in learning indicates strong engagement in the learning process. Additionally, active learning can enhance students' understanding of the material (Badriah 2018).

An active and conducive classroom atmosphere is also influenced by a positive school environment. Bear et al. (2017) explain that a positive school climate is closely linked to student engagement in the learning process. At Nurul Jadid Junior High School, a conducive learning atmosphere is evident in the positive interaction between teachers and students during the teaching-learning process. Nevertheless, teachers still face several challenges in the learning process, particularly regarding differences in students' personalities and abilities. Each student has varying experiences and levels of understanding, thus requiring different teaching approaches. Bebasari and Suhaili (2022) explain that individual differences are natural in education because every student possesses distinct characteristics.

To address this situation, teachers adopt a personalized and emotional approach toward students who are struggling academically. The socio-emotional approach is considered effective in fostering positive relationships between teachers and students, thereby creating a more comfortable and conducive learning environment. This aligns with the views of Shaifudin (2020), who explains that the socio-emotional approach can help enhance students' comfort during the learning process. Additionally, teachers use group discussion to help students understand the material. According to Gagulu (2023), the group discussion method can boost students' confidence and participation in the learning process.

Teaching and learning at Nurul Jadid Junior High School are also supported by adequate facilities and infrastructure. Each classroom is equipped with a television set used as a learning medium. Suranto, Annur, and Alfiyanto (2022) explain that facilities and infrastructure are important factors in improving the quality of education. In addition, teachers also utilize digital applications such as Canva and ChatGPT in their teaching. The use of digital technology in teaching demonstrates an adaptation to developments in modern educational technology (Antuge, Saputri, and Rahmat 2023).

The findings of this study also indicate that teachers' readiness to adopt Artificial Intelligence (AI) and digital learning technologies is a crucial aspect of modern learning management at Nurul Jadid Junior High School. Teachers are beginning to take on the role of facilitators, using tools such as ChatGPT and Canva to support the learning process. This readiness is evident in teachers' efforts to enhance student interaction and learning experiences through digital technology. However, this readiness is still evolving, as not all teachers possess the same level of digital competence, making ongoing training necessary. This demonstrates that the integration of AI into learning depends not only on technology but also on the readiness of human resources.

In addition to academic learning, Nurul Jadid Junior High School also incorporates religious practices through the collective recitation of Surah Ya-Sin before classes begin. This activity forms part of the pre-instructional phase in the learning process. According to Jannah and Ilahiyah (2025), found that reciting Al-Qur'an can help shape students' religious character. Furthermore, religious activities can also enhance students' spiritual values within the school environment. This religious practice aligns with the characteristics of pesantren education, which emphasizes the development of students' moral character and religious values. The final stage in learning management is learning evaluation. Evaluation assesses the success of the learning process and serves as the basis for improving the quality of future learning. Wisman et al. (2021) explain that learning evaluation is necessary to systematically measure student learning outcomes. At Nurul Jadid Junior High School, evaluations are conducted through daily, quarterly, semester, and annual assessments. Daily evaluation is carried out through question-and-answer sessions, practice exercises, and learning activities. According to Antuge et al. (2023), daily evaluation can directly help teachers monitor students' understanding on a regular basis.

In addition to teacher evaluations, the school also supervises teaching materials and classroom instruction. These evaluations aim to assess the effectiveness of lesson planning and to identify the challenges teachers face during the learning process. Boroallo and Purnamasari (2025) explain that learning evaluations play a crucial role in improving the quality of teaching, as evaluation results can serve as a basis for continuous improvement in instruction.

## CONCLUSION

The implemented learning management has been systematic and supports the achievement of educational goals. Learning planning is carried out independently by teachers, coordinated through the Subject Teachers' Consultation Forum, and supervised by the curriculum department. This ensures that each learning tool includes objectives, activity steps, methods, media, and evaluations that are appropriate to student needs. Learning implementation demonstrates high effectiveness, utilizing practical methods, discussions, and presentations, as well as digital technologies such as Canva and ChatGPT to enhance student understanding. Active student engagement is an indicator of the success of the teaching and learning process, and religious habits, such as the recitation of Surah Ya-Sin, enhance students' character and spirituality. Learning evaluation is conducted continuously, from daily to annual, involving teachers, the principal, and the curriculum department to ensure alignment between lesson plans, classroom practices, and curriculum development. This study produces a learning management implementation model that can be used as a reference for pesantren-based schools in developing effective and structured instructional management. Overall, this study demonstrates that structured, collaborative learning management can create a conducive, interactive, and adaptive learning environment that addresses student needs, aligning with the literature that emphasizes the importance of planning, implementation, and evaluation as a continuous cycle for improving educational quality.

However, this study has several limitations that should be noted. First, the varying abilities and characteristics of the participants pose challenges for implementing uniform learning methods, requiring teachers to adopt a personal, emotional approach that demands extra time and attention. Second, while quite adequate, limited technological facilities in Islamic boarding schools remain a barrier for some students who are not yet accustomed to using digital applications, resulting in uneven utilization. Third, learning evaluations face time constraints and limitations on the number of teachers

to evaluate, and new teachers sometimes struggle to adapt learning tools to changes in applicable Learning Outcomes. Fourth, this study is qualitative and focused on a single school, so generalizing the results to other school contexts is limited. These limitations highlight the need for further research involving more schools, expanding the student sample, and assessing the effectiveness of more measurable digital learning strategies to ensure inclusiveness and adaptability of learning across diverse settings.

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