

## Management of the Implementation of the Ali Method in Improving the Quality of Tahsin Al-Qur'an Learning

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### Abstract

This study aims to analyze the management of the implementation of the 'Ali Method in improving the quality of learning tahsin Al-Qur'an at SDITQ Al Kautsar Sepatan Timur, Tangerang Regency. The background of this research is based on the low ability of students to read the Qur'an and the importance of systematic learning management from the perspective of Islamic education management. The research uses a qualitative approach with a case study type. Data collection techniques are carried out through observation, interviews, and documentation involving school principals, teachers, students, and parents. Data analysis is carried out through data reduction, data presentation, and conclusion drawing with triangulation techniques to maintain data validity. The results of the study show that the implementation of the 'Ali Method has been quite effective through the application of education management functions which include planning, implementation, evaluation, and supervision. Learning is carried out in a structured manner through the 3T approach (Talqin, Tarkiz, Tahqiq) and a leveling system that is able to improve the quality of students' reading of the Qur'an. This method has the advantage of using code, movement, and hands-on learning that makes it easier for students to understand. However, there are still several obstacles, such as not optimal learning differentiation, variations in teacher competencies, and evaluation and supervision systems that are not fully data-based. This research makes a theoretical contribution to the development of Islamic education management studies, especially on tahsin learning management, as well as practical implications for educational institutions in managing Qur'an learning more effectively, systematically, and sustainably.

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### INTRODUCTION

Learning the Qur'an is a fundamental part of the Islamic education system which not only aims to equip students with reading skills, but also ensure the accuracy of reading according to the rules of tajweed. In practice, learning tahsin of the Qur'an requires precision in mastering the makharijul of letters, the nature of letters, and the proper application of tajweed law. Therefore, the success of tahsin learning is not only determined by the pedagogical aspect, but also by how the process is managed systematically within the framework of education management. In this context, an Islamic education management approach is important to ensure that all learning components run effectively, efficiently, and sustainably.

However, various findings in the field show that the quality of learning tahsin Al-Qur'an in Islamic educational institutions still faces a number of challenges that are quite complex. One of the main problems is the low ability of students to read the Qur'an tartilly, especially in reading the hijaiyah letters in a continuous manner and the application of tajweed law. Previous research shows that there are still students who have not reached the standard of reading fluency, and some even experience fundamental difficulties in mastering the reading of the Qur'an (Rizalludin, 2019). In addition, the lack of variety in learning methods, low motivation to learn, and the limited competence of teachers in managing learning are also factors that affect the quality of student learning outcomes.

These problems are not only related to the learning methods used, but also show weaknesses in the aspect of learning management. In some cases, tahsin learning has not been systematically planned, has not been well organized, and has not been equipped with a continuous evaluation system. In fact, effective learning management requires the implementation of management functions that include planning, organizing, implementing, and evaluating (POAC). Research on tahsin learning management shows that the success of programs is strongly influenced by the quality of planning, consistent implementation, and a structured assessment system (Khoiruddin, H. & Kustiani, 2020). Thus, the problem of tahsin learning cannot be solved by simply changing the method, but requires comprehensive management.

Along with the development of innovations in Qur'anic learning, various methods have been introduced to improve the quality of tahsin learning, such as the Tilawati, Tahajji, Tsaqifa, and Ummi methods. Research related to the Tilawati method shows that changing methods can increase students' motivation and reading ability if supported by good learning management (Khoiruddin, H. & Kustiani, 2020). Meanwhile, the study on tahsin curriculum management using the Tahajji method emphasized the importance of integrating management functions, from planning to evaluation, in improving the quality of learning (Rahila et al., 2025). In addition, research on the Ummi method also shows that POAC-based management strategies play an important role in improving the quality of Qur'anic education as a whole (Badriyah et al., 2024). These findings suggest that the effectiveness of learning methods is highly dependent on how they are implemented and managed in the education system.

However, most previous research has still focused on aspects of the effectiveness of the method from a pedagogical point of view, such as improving students' reading or memorization skills. Research that specifically examines how a Qur'an learning method is managed in the perspective of Islamic education management is still relatively limited. In fact, the managerial aspect has a strategic role in determining the success of the implementation of learning methods. Thus, there is a research gap that needs to be studied further, namely how the management of the implementation of a tahsin learning method can improve the quality of learning comprehensively, not only in learning outcomes

but also in the learning process.

In this context, the 'Ali Method is present as an alternative tahsin learning method that offers a systematic, applicative, and hands-on practice-oriented approach. This method emphasizes gradual learning through a structured talaqqi approach, focusing on mastering the reading directly without having to start from complex tajweed theory. The advantage of this method lies in the practical approach that makes it easier for students to read the Qur'an in a tartil manner, as well as the integration of the values of manners and habituation in the learning process. However, the successful implementation of this method still depends on how it is managed in a structured learning system.

SDITQ Al Kautsar Sepatan Timur Tangerang Regency is one of the Islamic educational institutions that makes the tahsin and tahfidz Al-Qur'an programs as flagship programs. Since its establishment in 2024, the institution has implemented the 'Ali Method as the main approach in tahsin learning. The selection of this method is based on the needs of students who have difficulty in reading hijaiyah letters in a row due to being used to the previous method that uses a separate letter approach. In general, the application of this method shows quite positive developments, especially in increasing students' interest and involvement in learning the Qur'an.

However, the results of initial observations show that there are still a number of problems in the implementation of tahsin learning at the institution. Some students still have difficulty in following learning, especially in understanding reading consistently. In addition, there are significant differences in abilities between students, so a more adaptive learning approach is needed. From the management side, not all aspects of tahsin learning have been optimally managed, such as program planning that is not fully standardized, teacher organization that still needs strengthening, and an evaluation system that is not fully able to accommodate the development of students' abilities as a whole.

Efforts to improve the quality of learning have actually been carried out by the school, including through teacher training and certification of the 'Ali Method, as well as the application of 3T-based learning approaches (Talqin, Tarkiz, and Tahqiq). However, the effectiveness of these efforts needs to be further analyzed within the framework of Islamic

education management to find out the extent to which the implementation of the method has been carried out systematically and has an impact on the quality of tahsin learning. This is important considering that the success of an educational program is not only determined by the methods used, but also by the quality of its management.

Based on this description, it can be understood that the problem in learning tahsin Al-Qur'an does not only lie in the aspect of method, but also in the aspect of management of its implementation. Therefore, this study focuses on the management analysis of the implementation of the 'Ali Method in improving the quality of learning tahsin Al-Qur'an at SDITQ Al Kautsar Sepatan Timur, Tangerang Regency. This research is expected to contribute to the development of Islamic Education Management studies, especially in the field of Qur'an learning management, as well as become a practical reference for Islamic educational institutions in managing tahsin learning more effectively, systematically, and oriented towards improving the quality of student learning outcomes.

## **METHODS**

This study uses a qualitative approach with a type of case study that aims to understand in depth the phenomenon of management of the implementation of the 'Ali Method in learning tahsin of the Qur'an. The qualitative approach was chosen because it is able to explore the meanings, processes, and dynamics that occur naturally in the context of education. As presented by Moleong (2017), qualitative research seeks to understand phenomena holistically through descriptions in the form of words in natural contexts. In addition, this study also refers to the view of Creswell and Poth (2017) which emphasizes that case studies are used to explore a bounded system in depth based on various data sources.

The research was carried out at SDITQ Al Kautsar Sepatan Timur, Tangerang Regency in the period from November 2025 to February 2026. The subjects or informants of the research consist of the principal, tahsin teachers (Qur'an teachers), students, and parents/guardians of students who are selected purposively based on their involvement in the tahsin learning process. Data collection techniques were carried out through participatory observation, in-depth interviews, and documentation. Observation is used to directly observe the tahsin learning process and the

implementation of the 'Ali method in the classroom. Interviews were conducted in a semi-structured manner to obtain information related to planning, implementation, and evaluation of learning from the perspective of the informants. Documentation is used to complete data in the form of curriculum, learning schedules, and notes of evaluation results.

The data analysis in this study uses an interactive model of Sugiyono (2021), which includes three main stages, namely data reduction, data presentation, and conclusion drawn. Data reduction is carried out by selecting, focusing, and simplifying raw data from observations, interviews, and documentation to match the focus of the research. Furthermore, the data is presented in the form of a systematic descriptive narrative to facilitate understanding the patterns and relationships between findings. The last stage is the drawing of conclusions and verification that is carried out continuously during the research process to ensure the validity of the findings. To maintain the validity of the data, source triangulation techniques and triangulation techniques are used by comparing the results of observations, interviews, and documentation and cross-checking between informants.

## **DISCUSSION**

### **Tahsin Learning Planning (Planning)**

The results of the study show that tahsin learning planning at SDITQ Al Kautsar has been carried out systematically through the determination of the 'Ali Method as the main strategy, the preparation of the tahsin curriculum, and the distribution of halaqoh based on students' abilities. This reflects the basic function of Islamic education management, especially in the planning aspect which emphasizes the determination of learning objectives, strategies, and operational steps. Theoretically, planning is a fundamental process in management that functions to determine goals and the steps that must be taken to achieve them (Arifudin et al., 2021). Thus, the practice carried out at SDITQ Al Kautsar has been in line with the theory of education management which places planning as the main foundation of the success of the learning program.

However, the results of the study also show that the planning carried out is not fully optimal. Even though the leveling system has been used, the standard of learning outcomes between students is not uniform, so there is still a gap in

ability. From a theoretical perspective, good planning should be flexible, data-based, and adaptive to the needs of learners (Karina et al., 2025). This shows that tahsin learning planning in these schools still tends to be general and has not fully accommodated a differentiated approach. Therefore, it is necessary to strengthen planning based on individual needs so that the learning process is more effective and inclusive.

In terms of methods, the 'Ali Method has a number of significant advantages in improving the quality of tahsin learning. This method is practical, easy to understand, and does not burden students with complex tajweed theory at the beginning of learning. The talqin, tarkiz, and tahqiq approaches allow students to learn directly through practice, so that it is faster to improve the ability to read the Qur'an. In addition, the use of code, movement, and repetition of readings provides a fun learning experience and is in accordance with the characteristics of elementary age learners. When compared to modern learning theory, this approach is in line with the principle of experiential learning which emphasizes learning through hands-on experience.

Nevertheless, this method also has some drawbacks. First, the success of the method is highly dependent on the teacher's competence in giving the correct talqin, so that the quality of learning becomes uneven if the teacher's ability is different. Second, this method is less flexible for students who have different learning speeds, so that some students experience delays in achieving the target. Third, this method has not fully integrated a comprehensive evaluation approach from the planning stage. In learning management theory, the effectiveness of a method is not only determined by its practicality, but also by its suitability with the characteristics of learners as well as the management system that supports it (Sherly et al., 2020).

Thus, the results of this study confirm that tahsin learning planning at SDITQ Al Kautsar has run quite well and in accordance with the principles of Islamic education management, but still needs to be strengthened in the aspects of differentiation and standardization of achievements. In addition, the 'Ali Method has proven to be effective in improving the ability to read the Qur'an, but its implementation needs to be supported by more adaptive and systematic learning management. This shows that the success of tahsin learning depends not only on the methods

used, but also on the quality of overall learning planning and management.

### **Tahsin Learning Implementation**

The discussion of the results of the study shows that the implementation of tahsin learning through the 'Ali Method at SDITQ Al Kautsar has been carried out systematically and structurally, and reflects the actuating function in the management of Islamic education. Learning activities begin with religious habits such as pledges, prayers, and dhikr which function as a process of spiritual conditioning of students before entering core activities. This stage is not only routine, but also part of a motivating strategy that aims to build the mental and emotional readiness of students. In education management theory, implementation is the process of mobilizing all human resources to carry out tasks as planned through motivation, direction, and effective communication (Pananrangi, 2017). Thus, the initial activity shows that the school has applied the principle of actuating well through directed habituation.

At the core stage, the implementation of learning is carried out through a leveling-based halaqoh system that allows students to be grouped according to their abilities. The implementation of the 'Ali method is applied through the 3T approach (Talqin, Tarkiz, and Tahqiq) which emphasizes direct learning (talaqqi), listening focus, and repeated evaluation of reading. Theoretically, this implementation is in line with the concept of learning management which states that actuating is a real implementation of planning through direction, coordination, and motivation of students so that learning goals are achieved optimally (Siswanto & Kadarisman, 2024). The teacher in this case plays the role of a learning leader who not only delivers the material, but also directs, guides, and motivates students during the learning process.

In terms of excellence, the 'Ali Method has proven to be effective in supporting the implementation of tahsin learning. First, this method is practical and does not burden students with complex tajweed theory at the beginning, making the adaptation process easier, especially for beginners. Second, the use of gestures, code, and repetition of readings provides an interactive and enjoyable learning experience. Third, the intensive talaqqi approach allows students to directly imitate the teacher's readings so that errors

can be minimized from the beginning. These advantages are in line with constructivist and experiential learning theories that emphasize the importance of hands-on experience in the learning process. In addition, this method also supports the principles of implementation management that emphasize the importance of direct communication and exemplary in the learning process.

However, the results of the study also reveal some weaknesses in the implementation of the 'Ali method. First, the success of the method depends heavily on the teacher's competence in giving the correct talqin. In management theory, implementation is greatly influenced by the quality of human resources, so if the teacher's competence is uneven, the learning outcomes will also be different. Second, this method is less flexible in accommodating differences in students' learning speed. Even though the leveling system has been used, there are still students who are lagging behind the learning target. This shows that the implementation has not fully implemented the principle of learning differentiation. Third, this method requires adaptation time for students who previously used other methods, so that in the early stages of learning there is often confusion or adjustment.

When compared to implementation theory (actuating), ideally the learning process does not only focus on the implementation of activities, but also on how teachers are able to motivate, direct, and adjust learning strategies to the conditions of students. The theory states that implementation is the core of management because it is directly related to humans and their behavior, so a flexible and adaptive approach is needed (Siswanto & Kadarisman, 2024). In this context, the implementation of tahsin learning at SDITQ Al Kautsar has met the aspects of direction and motivation, but it still needs to be improved in terms of adaptation to individual differences of students.

In addition, the implementation of learning is also supported by follow-up activities such as memorization deposits, hijaiyah letter writing exercises, and learning reflections at the end of activities. This shows that there is continuity between the core learning process and the strengthening of learning outcomes. In learning management theory, the continuity of activities is an important part of effective implementation because it ensures that the learning process does

not stop at a single stage, but continues until the expected goals are achieved.

Overall, the implementation of tahsin learning through the 'Ali Method at SDITQ Al Kautsar has gone well and is in accordance with the principles of Islamic education management, especially in the actuating aspect. However, to achieve more optimal results, it is necessary to strengthen the aspects of learning differentiation, increase teacher competence evenly, and develop strategies that are more adaptive to the needs of students. Thus, the success of implementation is not only determined by the methods used, but also by managerial ability to manage the learning process effectively and continuously.

### **Tahsin Learning Evaluation (Evaluating)**

The results of the study show that the evaluation of tahsin learning at SDITQ Al Kautsar has been carried out periodically through the assessment of students' reading ability which includes aspects of makhraj, letter nature, short reading length (mad), and fluency. In addition, the use of the "L" (Advanced) and "U" (Repeat) assessment systems is a practical indicator in determining the achievement of students' competencies at each stage of learning. From the perspective of Islamic education management, this practice has reflected the function of evaluation as a tool to measure the success of the program as well as as a basis for decision-making in the learning process. This evaluation that is carried out on an ongoing basis is also in line with the concept of formative evaluation which emphasizes the importance of monitoring during the learning process to improve the quality of student learning outcomes (Padila et al., 2024).

Theoretically, evaluation in Islamic education not only serves to assess academic achievement, but also as a means of reflection on the entire learning process. Evaluation is seen as a systematic process to find out the extent to which educational goals have been achieved, as well as being the basis for continuous improvement (Lona et al., 2026). In this context, the evaluation system implemented at SDITQ Al Kautsar has shown compatibility with theory, especially in the aspects of sustainability and linkage to the learning process. Assessments that are carried out directly when students read the Qur'an also strengthen the authentic principle of evaluation, because they assess abilities in real life through practice.

In terms of advantages, the evaluation

system used has several advantages. First, it is simple and easy to apply by teachers, thus facilitating the daily monitoring process of student development. Second, it is direct and contextual, because the assessment is carried out during the learning process. Third, providing quick feedback to students through the "L" and "U" indicators, so that students know the position of their abilities directly. From the perspective of behavioristic learning theory, this system is effective because it provides reinforcement through repetition (drill) until students reach the expected standard.

However, the results of the study also show that there are several weaknesses in the evaluation system. First, the evaluation still tends to focus on the cognitive aspect, namely the ability to read the Qur'an, and has not fully integrated the affective aspects (attitude, manners towards the Qur'an) and psychomotor in a measurable manner. In fact, in the theory of Islamic education evaluation, assessment should cover all dimensions of student development, both cognitive, affective, and psychomotor holistically (Khoiruddin, et al., 2025). Second, the "L" and "U" assessment systems are still simple so they are not able to provide a detailed picture of the level of development of students. This is in contrast to modern evaluation approaches that use standardized assessment rubrics to provide a more detailed and objective description of achievement (Silvia et al., 2024).

In addition, when compared to the theory of authentic evaluation in Islamic education, the ideal evaluation system should include a variety of instruments such as structured observations, portfolios, self-assessments, and systematic individual development reports. Evaluation also functions not only as an "assessment of learning", but also as an "assessment for learning" and "assessment as learning", which emphasizes the process of fostering and developing students in a sustainable manner (Hasna, 2024). In this case, the evaluation at SDITQ Al Kautsar still needs to be developed to be more comprehensive and able to provide more in-depth information about student development.

Thus, it can be concluded that the evaluation of tahsin learning through the 'Ali Method at SDITQ Al Kautsar has gone well in terms of sustainability and ease of implementation, and is effective in improving the ability to read the Qur'an. However, from a theoretical perspective, the evaluation system still

needs to be refined by integrating more holistic assessments, the use of more standardized instruments, and reinforcement of affective and psychomotor aspects. This shows that the success of the learning method is not only determined by the implementation and methods used, but also by the quality of the evaluation system that is able to describe the development of students in a comprehensive and sustainable manner.

### **Tahsin Learning Supervision (Controlling/Supervision)**

The results of the study show that the supervision of tahsin learning at SDITQ Al Kautsar has been carried out through direct monitoring by school principals and teachers, periodic evaluation meetings, as well as teacher training and certification programs. This practice reflects the controlling function in Islamic education management which aims to ensure that the implementation of the program runs in accordance with the plan that has been set. In Islamic education management theory, supervision not only functions as a control, but also as an effort to continuously improve and improve the quality of learning (Hazrullah, 2021). Thus, the supervision carried out at SDITQ Al Kautsar is in line with these basic principles, especially in the aspect of teacher development and competency improvement as part of quality control.

In terms of implementation, the supervision carried out has advantages because it is direct and sustainable. The principal not only plays the role of a policy maker, but also an active academic supervisor in ensuring the quality of tahsin learning. The existence of regular 'Ali Method training also shows that supervision does not stop at the monitoring stage, but is continued with follow-up in the form of increasing teacher capacity. This is in accordance with the theory of educational supervision which emphasizes that supervision must be developmental supervision, not just fault-finding. In addition, the involvement of teachers in the evaluation process through regular meetings shows the existence of a collaborative approach in supervision, which is in line with the principles of participatory management in Islamic education.

However, the results of the study also revealed several weaknesses in the supervision system. First, supervision still tends to be qualitative and not fully based on measurable data.

The absence of clear performance indicators (KPIs) causes the measurement of program success to be less objective. In modern management theory, an effective monitoring system must be supported by quantitative data and measurable indicators in order to provide an accurate picture of performance. Second, the documentation of the results of supervision has not been carried out systematically, making it difficult to conduct a longitudinal analysis of the development of tahsin learning. In fact, in the concept of education supervision, reporting and documentation are an important part of ensuring accountability and transparency of the program (Sumual et al., 2024).

If it is associated with the implementation of the 'Ali Method, supervision has a very important role in determining the success of the method. In terms of advantages, the 'Ali Method is relatively easy to supervise because it has clear learning stages and simple achievement indicators, such as the "L" and "U" systems. This makes it easier for teachers and principals to monitor the development of students. In addition, this method also allows direct evaluation during the learning process, so that supervision can be carried out in real-time.

However, there are also some drawbacks related to the supervision of this method. The dependence of the 'Ali method on the quality of the teacher's talqin makes supervision more intensive and detailed, especially in ensuring uniformity in the quality of teaching. If supervision is not carried out strictly, there will be variations in the quality of learning between classes. In addition, because the evaluation system is still simple, supervision is less optimal in detecting the development of students comprehensively. In the theory of Islamic education supervision, supervision should be able to identify strengths and weaknesses thoroughly and then improve (Muhayat, 2018), so that the existing supervision system still needs to be developed to be more in-depth and systematic.

When compared to education management theory, ideal supervision should include three main components, namely monitoring, evaluation, and data-driven follow-up. Supervision at SDITQ Al Kautsar has met the monitoring and follow-up aspects, but it still needs to be strengthened in the evaluation aspect based on measurable indicators. In addition, management theory also emphasizes the importance of an integrated control system,

where every supervisory outcome is documented and analyzed for strategic decision-making. In this context, supervision at SDITQ Al Kautsar is still conventional and has not fully utilized the information system or management data optimally.

Thus, it can be concluded that the supervision of tahsin learning at SDITQ Al Kautsar has gone well and in accordance with the basic principles of Islamic education management, especially in terms of coaching and improving the quality of teachers. However, from a theoretical perspective, the monitoring system still needs to be improved through strengthening performance indicators, documentation systems, and more systematic use of data. This shows that the success of the implementation of the 'Ali Method is not only determined by the quality of the method and implementation, but also depends on the effectiveness of the supervision system that is able to ensure consistency and continuous improvement of the quality of learning.

## CONCLUSION

The conclusion of this study shows that the implementation of tahsin learning management through the 'Ali Method at SDITQ Al Kautsar has run quite effectively and reflects the function of Islamic education management which includes planning, implementation, evaluation, and supervision. In terms of planning, schools have systematically developed tahsin programs through the determination of methods, curriculum, and leveling systems, although there is still a need to strengthen the differentiation of student needs. In the implementation aspect, learning takes place in a structured manner through the 3T approach (Talqin, Tarkiz, Tahqiq) which has been proven to be able to improve the quality of students' Qur'an reading gradually. Meanwhile, evaluation is carried out on an ongoing basis with a simple but effective system, and supervision is carried out through direct monitoring and teacher coaching. Theoretically, this research contributes to the development of the study of Islamic education management, especially on tahsin learning management based on practical methods, by emphasizing that the success of learning is not only determined by methods, but also by the integration of management functions as a whole.

The practical implications of this study suggest that Islamic educational institutions can adopt the 'Ali Method as an alternative to an

effective tahsin learning strategy, provided it is supported by structured management, adequate teacher competence, and a continuous evaluation and supervision system. However, this study also recommends several important things, namely the need to develop planning based on the individual needs of students, improving the quality and equitable distribution of teacher competencies through continuous training, and improving a more comprehensive and standardized evaluation system. In addition, strengthening data-based supervision systems and documentation is also important to improve accountability and learning quality. Thus, this research is expected to be a reference for the development of more adaptive, effective, and sustainable Qur'an learning management in various Islamic educational institutions.

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