

## MANAGEMENT OF QUALITY LEARNING IN A SUPERIOR CLASS

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**Abstract:** *The existence of a superior class in madrasah is an institution that is specifically designed and developed systematically, adequate facilities / infrastructure, curriculum, qualified teaching and education staff, and others. The existence of a superior class can increase the competitiveness of madrasahs and the bargaining rank of madrasahs as superior madrasahs will be even stronger. To increase the competitiveness of these madrasahs as superior madrasahs, it is necessary to properly manage quality learning. The article discusses planning, organizing, implementing quality learning in superior classes at MTsN 2 Bandar Lampung and at MTsN 2 Tanggamus. This research is a field research, using a qualitative approach with a multisite study design. The data technique used interview, observation and documentation techniques. descriptive data analysis techniques with Interactive Model Analysis. The results of the study, planning learning in superior classes at MTsN 2 Bandar Lampung and MTsN 2 Tanggamus through standard design after middle input, excellent academic process standards based on spiritual learning, and superior output standards. The design standards referred to are enriched curriculum design standards (enriched curriculum), appropriate educational staff, IT media, classroom arrangement, and time allocation designs. Organizing learning in the superior classes of MTsN 2 Bandar Lampung and MTsN 2 Tanggamus through organizing an enriched curriculum (enriching the curriculum) with the Olympic curriculum, language and religion, organizing the allocation of learning time, organizing the roles and assignments of teachers, and organizing learning resources.*

**Keywords:** Management, Quality Learning, Superior Class

**Abstract: Abstrak:** Keberadaan Kelas unggulan pada madrasah merupakan sebuah lembaga yang didesain secara khusus dan dikembangkan secara sistematis, sarana/prasarana yang memadai, kurikulum, tenaga pendidik dan kependidikan yang berkualifikasi, dan lain sebagainya. Keberadaan kelas unggulan dapat meningkatkan daya saing madrasah serta posisi tawar madrasah sebagai madrasah unggul akan semakin kuat. Untuk meningkatkan daya saing madrasah tersebut sebagai madrasah yang unggul diperlukan pengelolaan pembelajaran bermutu dengan yang benar. Artikel ini membahas mengenai perencanaan, pengorganisasian, pelaksanaan pembelajaran bermutu pada kelas unggulan di MTsN 2 Bandar Lampung dan di MTsN 2 Tanggamus,

Penelitian ini merupakan penelitian lapangan, dengan menggunakan pendekatan kualitatif dengan rancangan studi multisitus. Teknik pengumpulan data menggunakan teknik wawancara mendalam, observasi dan dokumentasi. teknik analisis data deskriptif dengan *Analysis Interactive Model*. Hasil penelitian, Perencanaan pembelajaran pada kelas unggulan di MTsN 2 Bandar Lampung dan MTsN 2 Tanggamus didesain melalui standar selesai *input* yang *midle*, standar proses *academic excellent based spritual learning*, dan standar *output* yang unggul. Standar desain yang dimaksud seperti standar desain kurikulum yang diperkaya (*enriched curriculum*), tenaga edukatif yang tepat, media IT, penataan kelas, dan desain alokasi waktu. Pengorganisasian pembelajaran pada kelas unggulan di MTsN 2 Bandar Lampung dan MTsN 2 Tanggamus melalui pengorganisasian kurikulum yang diperkaya (*enriched curriculum*) dengan kurikulum olimpiade sains, bahasa dan agama, pengorganisasian alokasi waktu pembelajaran, pengorganisasian peran dan tugas guru serta pengorganisasian sumber belajar. Pelaksanaan pembelajaran pada kelas unggulan di MTsN 2 Bandar Lampung dan di MTsN 2 Tanggamus diimplementasikan melalui kurikulum yang diperkaya (*enriched curriculum*) dengan rumpun bidang studi olimpiade sains, bahasa, dan agama, penataan kelas dengan *moving* kelas, pengelolaan media berbasis IT, program penajaman, pengayaan, remedial dan pembinaan, dan *full day school*

**Kata Kunci: Pengelolaan, Pembelajaran Bermutu, Kelas Unggulan**

## A. INTRODUCTION

Superior Class is a class attended by a number of students who excel in the three assessment domains with intelligence above average who are specifically grouped. This grouping is intended to foster students in developing their intelligence, abilities, skills and potential as optimally as possible so that they have the best knowledge, skills, attitudes as well as the spirit of the concept of superior insight.(Husni Mubarat, Fachruddin Azmi, 2019)

Madrasah residents understand, appreciate, and practice madrasah as a system so that the results of madrasah work are realized as the result of the collective efforts of madrasah citizens. The system consists of a number of components that interact with each other so that it is needed *teamwork* compact, smart, and dynamic.

Classes have high expectations of student learning achievement, professionalization of educators and education personnel is the focus of attention, effective teaching and learning processes are the focus of class attention, leadership and class management are very professional, classes are accountable for learning outcomes to the public (accountability), the class has a strong learning community,

quality assurance is the commitment of class citizens to the public which is shown by the quality of the design, implementation, and evaluation of class development plans (RPS), the class applies the principles of effective and efficient learning management .(Maimun, 2016)

Madrasahs are formal institutions that are designated as places for scientific development (general science and especially religion), an integrated learning process in the national education system. Madrasahs as schools with religious characteristics (Islam) are defined as all educational activities whose existence and history have characteristics and characters that are colored by Islamic values.(Primary, 2019) Madrasah education must be able to provide a solid Islamic foundation so that students have a strong personality based on Islamic values for the development of their lives and become whole Indonesians who dare to compete in the face of the global era. (Alawiyah, 2014)

The superior class aims to produce educational outputs that have advantages in: (1) basic quality which includes thinking power, heart power, and physical power, (2) instrumental quality which includes mastery of science (soft and hard including the application of technology, ability communicating, etc., and (3) the ability to compete and collaborate with other nations. In addition, the superior class is also intended to prepare students to have key abilities / competencies to face the era of regionalization / globalization, namely: (1) have strong and broad basic skills, (2) able to collect, analyze, and use data and information, (3) able to communicate ideas and information.

The development of superior class must be done collectively so it needs to be involved *stakeholders* in education, whether politicians, bureaucrats (especially district / city education offices), academics, practitioners, community leaders, parents of students, and so on.

The development of the superior class is basically based on four basic strategies of the national education policy, namely equal opportunities for quality relevance and efficiency. Equality in the opportunity to get education contains the meaning of equality and accessibility wherever one is. Equality means that every potential child,

wherever he is, has the same opportunity to get a quality education. Accessibility means that every child has the potential to have equal access to quality classes.

## **B. METHODS**

MTsN 2 Model Bandar Lampung and MTsN 2 Talang Padang as the focus of the research location, the researchers saw that there were efforts made by these educational institutions by building superior class programs which at least had meaning, wanted to elevate the image of madrasahs to become superior madrasahs in the field of academic achievement and superior in the field. non academic achievement. This type of research is field research, which is carried out at MTSN 2 Bandar Lampung and MTSN2 Talang Padang. As for this writing is descriptive analysis using qualitative analysis techniques. This paper aims to analyze management learning in superior classes. Author using a conceptual approach.

## **C. RESEARCH, RESULTS AND DISCUSSION**

### **1. Learning Management**

Management of learning in a broad sense, in the sense that it includes all activities on how to teach students from learning planning to learning assessments. (Fauzi, 2020) Winardi explained that learning management is a series of process activities to manage how to teach students by planning, organizing, directing or controlling, and assessing activities. (Winardi, 1983).

Management is the process of structuring activities to be carried out through management functions, of course its use as a measure to determine success as a form of achieving mutually agreed goals. (Fory A. Naway, 2016).

This is supported by (Supriyanto, 2008), management is the skill to concoct the components and elements involved in a system to achieve the planned results / objectives.

Management of education with short-term outcomes, for example, is very visible and at the same time an interesting phenomenon in any school or madrasa, the phenomena referred to include, among other things, students can move up a grade, can pass the National Examination and stop there, even though in fact they are not only required to just go up. class, pass exams and get high scores, but how learners have a

learning character, have sensitivity to their needs, and are responsible for themselves as student community. This is what is meant by the substantive needs of students for long-term achievement (Ahyar, 2018)

The strategy that has been formulated must ensure its success, therefore the management will always monitor and evaluate all the strategies that are implemented (Amalia Ratna Zakiah Wati & Syunu Trihantoyo, 2020).

## **2. Learning Management Objectives**

Siswanto formulates management objectives as something to be realized, which describes a certain scope and suggests direction to the efforts of a manager (teacher). Based on this formula, there are four basic or principal elements that can be taken as goals, namely: 1) something to be realized (goal), 2) scope (scopa); 3) accuracy (defenitness); 4) direction (Siswanto, 2005). For this reason, the objectives of learning management are in order to determine learning objectives, the scope of learning, the time required and directed according to the learning mechanisms that have been established.

The main objective of learning management is to save time and effort. Good learning management helps provide pleasant learning conditions and effective procedures for carrying out activities economical and efficient (Risk, 1965). Effective management of learning is an absolute prerequisite for an effective teaching and learning process (Raka Joni, 2003).

A student learning condition will be optimal if the teacher is able to organize students and learning facilities and control them in a pleasant atmosphere to achieve learning objectives. The success of learning management is also supported by good interpersonal relationships between teachers and students and between students and students (Yuliani, 2002). The level of success and achievement of the objectives of learning management is largely determined by the teacher (AB, 2020) Therefore, teachers are required to provide innovative education so that students can more easily understand the material presented by the teacher.

## **3. Scope of Learning**

Oemar Hamalik classify learning components into three main categories, namely: teachers, content or learning materials, and students. The interaction between the three main components involves learning methods, learning media, and structuring the learning environment, so as to create learning situations that allow the creation of pre-planned goals.(Hamalik, 2010)

*First;* Teacher of a profession. Therefore, the implementation of teacher duties must be professional. Likewise, teachers must have competencies including pedagogic competence, personality, social and professional competences.

*Second;* Students are the main object in education and learning. Because the learning process cannot take place without students.

*Third;* Learning material in a broad sense is not only contained in textbooks but in all existing contexts, such as laboratories, environments. All of this must be organized systematically so that it is easy for the child to understand.

*Fourth;* The goals that must be understood by the teacher include tiered goals ranging from national, curricular, general learning objectives, to specific learning objectives, behavior, test conditions, behavior standards (measures).

*Fifth;* The teaching method is a method or technique of delivering learning material that must be mastered by the teacher. How the method is prepared is used in accordance with the material to be taught.

*Sixth;* Learning media is an integral part of the educational process in schools. AECT defines the media as all forms and channels for the information transmission process. Olson defines the medium as the technology of presenting, recording, sharing, and distributing symbols by means of certain sensory stimuli, accompanied by certain structures.(Hamalik, 2010)

#### **4. Superior Class Concept**

The concept of a superior school can be seen from the elements of educational input, process and output. Qomar defines that a superior school is a school that has a good input state, a very good process state, and a superior or special output state. The following table provides an overview of the correlation between input, process, and output as well as efforts to process students for the better. Thomas Jafferson in his

statement as quoted by Soedjiarto, stated "There is nothing more unequal than equal treatment of unequal people." This statement indicates that in the educational process there is a need for different treatment for each student. This treatment is due to the assumption that each student is not the same in ability or in other words, has individual differences (individual differences).(Susanti, 2019)

According to (Surya, 2004), Learning achievement is a change in individual behavior. Individuals will acquire new, persistent, functional, positive, conscious behaviors and so on. Behavior changes as a result of learning. The same is stated by(Purwanto, 2009) learning achievement is a change in behavior that occurs after participating in the teaching and learning process in accordance with educational goals.

The concept of learning in superior classes is learning that is developed based on standards *in put* in the middle by using excellent process standards (academic excellent based on spiritual learning) and superior graduate standards (out put).

Next Ibrahim Bafadal superior class objectives include: (Bafadal, 2006)

- a. To prepare students who are intelligent, faithful, and devoted to God Almighty, have noble character, have knowledge and skills and are physically and mentally healthy.
- b. Provide opportunities for students who have above average intelligence to get special services, thereby accelerating the development of their talents and interests.
- c. Provide opportunities for students to master knowledge and skills more quickly, in accordance with the provisions of the curriculum
- d. Providing awards for students who perform well.
- e. Preparing graduates to become superior students in science, character and skills according to their level of development.

## **5. Learning in Featured Classes**

Superior class students are students who are categorized as gifted students, namely students who have physical, spiritual, intelligent, creative, innovative, and noble personalities. For this reason, students who will take part in the superior classes

program must be strictly selected. The maximum number of students in the superior class is 30 people.(Susanti, 2019)

Conny Semiawan in Munandar said that gifted children have several characteristics of khan, namely in addition to superior IQ, faster basic skills, and superior achievement in various fields and statements of creativity. In connection with that, it should be noted that the learning process that they go through, especially in terms of cognition in general, is also somewhat different from normal children.(Singgih D. Gunarsa, 1993)

From a curriculum point of view, the curriculum for superior class programs is an enriched national curriculum. Enriched curriculum is a curriculum in which there are additional subject matter, improvisation, variations in presentation, and increased target achievement of the process and evaluation results. The learning time span in the featured class program is longer than the learning time in regular classes. Additional time is made to reach the completion of a more varied and more challenging curriculum.(Singgih D. Gunarsa, 1993)

## **6. Quality learning planning for superior classes at MTsN 2 Bandar Lampung and MTsN 2 Tanggamus**

Quality learning planning designs in superior classes at MTsN 2 Bandar Lampung and at MTsN 2 Tanggamus are both directed at learning program design patterns through input selection standard design, process standard and output standard design. Imposing a standard input selection process in order to ensure and ensure that the learning program can run until the development program process. The input selection standard of the two madrasahs being researched showed that there were different criteria, namely the average standard of report cards and some using a psychological test and some who did not use a psychological test. The difference in standard, based on field findings, is only due to the basis of each of them. The reason for using the psychological test is based on previous experience that students experience psychological pressures in participating in the superior class program, while those who do not use the psychological test are more based on the pattern of providing opportunities for students to develop according to their abilities. As an illustration,



some of the input selection standards are the first; The students' report card scores averaged at least 8 and 7.5 from three subjects, namely Mathematics, Language and Science, both; passed the written test, third; reading the Koran and the fourth; pass the psychological test. This selection process is carried out in a transparent and accountable manner. That is, it is really pure accumulation of test results from several types of tests that are used as test material in the selection process. while those who do not use the psychological test are more based on patterns of providing opportunities for students to develop according to their abilities. As an illustration, some of the input selection standards are the first; The students' report card scores averaged at least 8 and 7.5 from three subjects, namely Mathematics, Language and Science, both; passed the written test, third; reading the Koran and the fourth; pass the psychological test. This selection process is carried out in a transparent and accountable manner. That is, it is really pure accumulation of test results from several types of tests that are used as test material in the selection process. while those who do not use the psychological test are more based on patterns of providing opportunities for students to develop according to their abilities. As an illustration, some of the input selection standards are the first; The students' report card scores averaged at least 8 and 7.5 from three subjects, namely Mathematics, Language and Science, both; passed the written test, third; reading the Koran and the fourth; pass the psychological test. This selection process is carried out in a transparent and accountable manner. That is, it is really pure accumulation of test results from several types of tests that are used as test material in the selection process. 5 of the three subjects, namely Mathematics, Language and Science, second; passed the written test, third; reading the Koran and the fourth; pass the psychological test. This selection process is carried out in a transparent and accountable manner. That is, it is really pure accumulation of test results from several types of tests that are used as test material in the selection process. 5 of the three subjects, namely Mathematics, Language and Science, second; passed the written test, third; reading the Koran and the fourth; pass the psychological test. This selection process is carried out in a transparent and accountable manner. That is, it is really pure accumulation of test results from several types of tests that are used as test material in the selection process.

In the implementation of the selection process, what is said to have been practiced in general management principles, such as the principles of accountability and transparency. These principles are applied in order to reduce risk because given the previous selection process, some students stopped halfway because they were not ready to take the superior class program. In standard design the process is developed with a curriculum design that is enriched with a standard based curriculum design that is based on national standards or the preparation and development of the Education Unit Level Curriculum (KTSP) refers to Law Number 20 of 2003 about the National Education System. Article 36 Paragraph (2) confirms that the curriculum at all levels and types of education is developed with the principle of diversification according to the education unit, regional potential, and students.(RI, nd).

#### **7. Organizing quality learning in superior classes at MTsN 2 Bandar Lampung and MTsN 2 Tanggamus**

Organizing quality learning in superior classes at MTsN 2 Bandar Lampung and at MTsN 2 Tanggamus is placed in a strategic position. Starting from organizing the clusters of fields of study or subjects to organizing the tasks and roles of the teachers. Based on the field findings, the two madrasah organized several components including; enriched curriculum, the roles and duties of teachers, allocation of time and learning resources.

#### **8. Implementation quality learning in superior classes at MTsN 2 Bandar Lampung and at MTsN 2 Tanggamus**

Based on the field findings, it shows that the implementation of Quality learning is implemented in a curriculum pattern that is enriched with the Olympic curriculum, language and religion, classroom arrangement through moving classes, standardized teachers, IT-based media management and full day school. The meaning of the enriched curriculum is the curriculum designed with the Olympic, language and religious curriculum clumps. For MTsN 2 Bandar Lampung, the implementation of the curriculum is carried out with a sharpening and coaching program, while for MTsN 2 Tanggamus, the implementation of a curriculum with 2 excellent programs, with classifications of enrichment classes and remedial classes.

The learning group division model is mapped into large study group classes with a class package pattern (*big learning group class*), and there are classes with a small learning group class pattern. Classes with a large learning group class pattern were developed at MTsN 2 Bandar Lampung from when students entered the superior class program until they finished with a uniform curriculum, while classes with a small learning group class were developed at MTsN 2 Tanggamus. with a pattern of group division based on the interests and talents of students' tendencies, as well as their abilities, so that the number of study groups varies. There are 7 people and some 15 people, as happened in MTsN 2 Tanggamus, while MTsN 2 Bandar Lampung sets the class package model and does not apply it like the model developed by MTsN 2 Tanggamus. This study group pattern was born from the initiation of parents of students who wanted a better and more progressive pattern of superior class quality learning management. With the birth of 2 types of classes developed in superior classes, it shows that there is a pattern of classroom learning design so that the process is more effective and the results are more productive.

#### **9. Evaluation quality learning in superior classes at MTsN 2 Bandar Lampung and MTsN 2 Tanggamus**

The evaluation function is to see the level of achievement and success of the program or vice versa to find out the extent of program weaknesses and failures, in this case quality learning. Evaluation of quality learning in superior classes at MTsN 2 Bandar Lampung and at MTsN 2 Tanggamus, applies evaluation techniques with tests and non-tests, try out and mastery learning. Test techniques include structured assignments, quizzes, and independent assignments, drills, and final semester exams, while non-test techniques include observation and question and answer. The try out technique is carried out just before the Olympics and National Exams. Implementation of evaluation in the form of quizzes when the teacher intends to see the achievement of certain material, so that the teacher can continue the next material. Based on field findings, This quiz is carried out by only a few teachers, for example in the fields of mathematics, biology, English, physics and is implemented 1 (one) or even 2 (two) times a week. Other types of evaluation that were carried out by the teachers at the two

MTsN were the evaluation of practice questions (drill); This evaluation tool is given to students after each receiving the subject matter. This form of evaluation is useful in providing information about the extent to which the material studied, especially the Olympics subject matter, can be mastered by students. Another benefit, the teacher can also find out to what extent the targets and learning objectives have been achieved or not and this form of evaluation can be known directly by both students and teachers. physics and implemented 1 (one) or even 2 (two) times a week. Other types of evaluation that were carried out by the teachers at the two MTsN were the evaluation of practice questions (drill); This evaluation tool is given to students after each receiving the subject matter. This form of evaluation is useful in providing information about the extent to which the material studied, especially the Olympics subject matter, can be mastered by students. Another benefit, the teacher can also find out to what extent the targets and learning objectives have been achieved or not and this form of evaluation can be known directly by both students and teachers. physics and implemented 1 (one) or even 2 (two) times a week. Other types of evaluation that were carried out by the teachers at the two MTsN were the evaluation of practice questions (drill); This evaluation tool is given to students after each receiving the subject matter. This form of evaluation is useful in providing information about the extent to which the material studied, especially the Olympics subject matter, can be mastered by students. Another benefit, the teacher can also find out to what extent the targets and learning objectives have been achieved or not and this form of evaluation can be known directly by both students and teachers. This form of evaluation is useful in providing information about the extent to which the material studied, especially the Olympics subject matter, can be mastered by students. Another benefit, the teacher can also find out to what extent the targets and learning objectives have been achieved or not and this form of evaluation can be known directly by both students and teachers. This form of evaluation is useful in providing information about the extent to which the material studied, especially the Olympics subject matter, can be mastered by students. Another benefit, the teacher can also find out to what extent the targets and learning objectives

have been achieved or not and this form of evaluation can be known directly by both students and teachers.

Based on the analysis of various findings and the theoretical framework used, this study found a new concept as an academic finding, namely Quality learning learning model in superior classes is a learning management model developed through an enriched curriculum with a standard academic process based on spiritual learning for middle input so as to produce quality graduates.

#### **D. CONCLUSION**

Learning planning for superior classes at MTsN 2 Bandar Lampung and MTsN 2 Tanggamus designed through a standard complete input that is middle, standard academic process excellent based on spiritual learning, and superior output standards. The design standards referred to are the curriculum design standards that are enriched (enriched curriculum), appropriate educational staff, IT media, classroom arrangement, and time allocation design. Organizing learning in superior classes at MTsN 2 Bandar Lampung and MTsN 2 Tanggamus through organizing an enriched curriculum with the olympiad curriculum for science, language and religion, organizing the allocation of learning time, organizing the roles and duties of teachers and organizing learning resources. Implementation learning in superior classes at MTsN 2 Bandar Lampung and at MTsN 2 Tanggamus implemented through an enriched curriculum with the field of study of the Olympiad of science, language and religion, classroom arrangement with moving classes, IT-based media management, sharpening programs, enrichment, remedial and coaching, and full day school

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