

Research Article

Optimizing Learning Management in Improving the Quality of Language Learning through the Gesture Method

Eka Diana*, Putri Fatmawati, and Moh. Rofiki

Department of Islamic Education Management, Universitas Nurul Jadid, Probolinggo, Jawa Timur, 67291, Indonesia

*Corresponding Author: ekadianaalwi8@unuja.ac.id | Phone: +6282281659048

ABSTRACT

This study aims to examine how the optimization of learning management can enhance the quality of language learning through the gesture method at AEC Language Course, Kraksaan, Probolinggo. This research employs a qualitative approach with a descriptive method. Data were collected through observation, interviews, and documentation involving course administrators, instructors, and students. The findings indicate that the implementation of the gesture method, managed through the POAC-based learning management system (Planning, Organizing, Actuating, Controlling), can improve students' language comprehension and boost their confidence in speaking English. Furthermore, the application of Total Quality Management (TQM) in learning quality management ensures that the aspects of input, process, and output are optimally managed, thereby increasing the effectiveness of the gesture method in language learning. These findings affirm that a well-structured learning management strategy plays a crucial role in creating a more interactive and effective learning environment.

Keywords: Gesture Method; Language Course; Language Learning; Learning Management

1. INTRODUCTION

Language learning has an important role in the world of education, because this can affect students' ability to master the language properly and correctly (Ali et al., 2024). English is an international language that has an important role, especially in education, but English also has an important role in the world of business, and global communication, if in the world of education English can help students access literature, research, and as an opportunity to be able to study abroad (Andika & Mardiana, 2023). The effectiveness of language learning is very dependent on how the right strategies and methods are applied to students, this applies to both formal and non-formal institutions. If the strategies used are not structured, the learning process will not be focused and directed. thus, the success factor of language learning is not only seen from the material taught, but by means of delivery that is relevant and in accordance with the needs of students (Jumiatih, 2020). Learning management which consists of planning, organizing, implementing, and monitoring or evaluating is the main factor that makes language learning successful.

Based on the review of existing documents at the AEC Kraksaan Institute, many obstacles are found in the implementation of English language learning, especially in improving students' speaking skills. It is known that there are still many students who have difficulty in the correct use of English, due to lack of speaking practice, this will lead to low student confidence in speaking especially speaking English, and lack of in-depth understanding of vocabulary and language structures (Hidayat, 2025). However, these problems can encourage further research on how structured learning management can run effectively.

One of the approaches used in improving students' speaking skills is using the gesture method. Gesture is a form of non-verbal communication along with body movements that appear to communicate certain commands, such as a substitute for speech or simultaneously and in line with words (Sagita & Hendriana, 2021). As what has been described above, research related to the application of gesture methods in language learning has been widely applied in educational institutions. Research conducted by (Khofifah & Wahyuni, 2023) shows that the use of gesture methods can increase students' memory and participation in language. In addition, research from (Salsabila et al., 2023) confirms that the effective use of gestures can strengthen verbal messages and increase understanding in the context of learning, especially in language learning. Another study highlighted that the implementation of effective English language learning quality management can improve students' literacy culture (Tutty et al., 2023). In addition, research highlights that proper

implementation of education management can have a positive impact on teacher performance and overall learning quality (Nur Efendi & Muh Ibnu Sholeh, 2023) .

Based on the problems and research above, it is important to conduct research related to the application of the gesture method in language learning, besides that this research is different from existing research, where the location of this research is the difference in the object of research, most of the existing studies are more directed to formal institutions under government agencies, while in this study it is more directed to special institutions which in fact apply government-owned institutions. With its focus on learning management, this study makes a new contribution in developing interactive strategies that can be applied more broadly to improve students' language skills (Rosa et al., 2023) , and also becomes a reference for other educational institutions in developing innovative and applicable learning methods. The urgency of this study is the importance of innovation and language learning strategies to overcome the various challenges faced by learners, especially in developing English speaking. This study aims to analyze how the implementation of learning management in improving the quality of language learning through gesture method can be applied optimally.

2. RESEARCH METHOD

This research applies a qualitative approach with a case study type. This research was conducted at *AEC (Al-Qur'an Education Center)*, Kraksaan, Probolinggo, which provides language learning programs. This institution was chosen because it has implemented the *gesture* method in the language learning process, especially English, and has the opportunity to be optimized through learning management. The subjects of this study consisted of course managers, teachers, and students. The researcher involved the institution manager, to obtain information related to learning management and program planning. Involving teachers, to understand how the *gesture* method is applied in the learning process. And involving learners, to get data about the experience of using *gesture* methods on their language skills. Data was obtained through three main methods, namely; In-depth interviews, conducted with institutional managers and teachers to gain an understanding of planning, organizing, implementing, and evaluating learning management, as well as the application of *gesture* methods. Participatory observation, conducted during the learning process, where researchers observed the interaction between teachers and learners, as well as the application of the *gesture* method in improving language comprehension. Documentation, covering internal institutional documents related to learning management, such as schedules, teaching materials, and learning evaluation results. Data were analyzed using the triangulation method, which integrates results from interviews, observations, and documentation to get a comprehensive picture. The triangulation method is a method that strengthens data validity by collecting data from different sources, such as interviews with users, direct observation, and document analysis related to the use of the Sikar application (Liang & Irawan, 2023).

3. RESULTS AND DISCUSSION

3.1 Implementation of Language Learning Management through the Gestuture Method

Based on the results of interviews conducted with the Director of the *AEC* as well as observations during the learning process, several important findings were obtained related to the implementation of language learning management through the *gesture* method. The application of the *gesture* method is expected to not only help students in remembering vocabulary, but also increase their involvement in the learning process. This research analyzes learning management by applying the POAC concept, which includes *planning, organizing, actuating, and controlling* (Asni et al., 2023)

3.1.1 Planning

Based on an interview with the director of the institution, learning planning at *AEC* is carried out through several stages; *first*, the director of the institution is responsible for compiling and preparing learning modules or books that will be used in the learning process. One of the modules used covers various levels, ranging from *elementary* level 1-7. *Second*, developing the competence of teaching staff, which is done through special training on techniques in the gesture method. *Third*, preparing facilities that support learning activities is an important part of planning, including providing clean and comfortable classrooms. Each student is given an individual learning desk, but no chair is provided because the learning method is done by sitting directly on the floor. Students are grouped by language level, such as Elementary level 1-3, and Elementary level 4-7 according to their developmental level. *Fourth*, creating a teaching plan with the gesture method at

AEC, as explained by the director of the institution, before students start memorizing, it is important to ensure that they do not make mistakes in pronunciation or writing. Therefore, the *modeling* method is used, where the teacher first gives an example of the correct pronunciation, then the students imitate it (Tri Widiyanti, 2023). After students are able to pronounce correctly, the memorization process is carried out with the help of movement or gesture. This memorization method is adjusted to the ability of each student, with some students needing to repeat a word or phrase 5-10 times to make it easier to remember. Each word learned will be accompanied by certain movements to help their understanding, such as in the sentence *"I want to introduce myself"*, which is supported by special gestures. *Fifth*, design an evaluation system to measure the success of the gesture method by conducting a pre-test, video of student results, and interviews with parents. This evaluation aims to ensure that students have shown significant progress in improving the quality of language learning through the methods applied (Hidayat, 2025).

3.1.2 Organizing

Organizing is the process of dividing tasks and roles to each individual in an organization according to their functions and responsibilities, so that each member can work in a structured and effective manner in achieving the goals that have been set. (Sinta Sukma Ayu & Zuhri M. Nawawi, 2023) In the organizing stage, AEC Course Institute applies several strategic steps to ensure the effectiveness of the gesture method in learning. One of the main steps is the assignment of teachers who have undergone special training in the gesture method, so that they not only understand the theory but are also able to implement it directly in the classroom. For new teachers, the institution provides mentoring during the teaching process, aiming to increase their confidence and ensure the implementation of the gesture method goes well. In addition, the institution also prepares gesture-based learning facilities to support the effectiveness of the teaching-learning process. In order for students to learn consistently, the institution has developed a structured learning schedule, where each session takes place on Wednesdays and Thursdays at 15.45 - 16.45. The institution also conducts regular evaluations of the effectiveness of the gesture method by involving all teaching staff in discussion sessions. In this evaluation, teachers can share their experiences regarding the obstacles faced during the learning process and the application of the gesture method in the classroom. If difficulties are found in teaching, the institution will make improvements through additional training and modification of teaching strategies, so that this method can continue to develop and be applied more optimally.

3.1.3 Actuating

The implementation stage of learning management, the main focus is on how the plan that has been prepared can be implemented effectively and efficiently in the classroom. Based on interview with the tutor teacher of AEC, Miss Aini, there are several stages in the implementation of the gesture method. The first stage begins with the teacher introducing new vocabulary by reading the sentence first so that students understand how to pronounce it. After the students can imitate the teacher's reading well, the teacher then demonstrates the vocabulary using gestures that match the meaning. For example, the word "horse" which means "horse", the teacher will immediately demonstrate a movement that resembles a horse, which is then followed by students. The third stage, once students understand the relationship between the word and the movement, they begin to use meaning association, i.e. linking the movement to the meaning of the word through various interactive activities. where students construct simple sentences such as "My favorite animal is horse", which means "My favorite animal is a horse". This sentence is repeated regularly until the students are able to understand and remember the meaning well, as well as memorize the movements. In the fourth stage, the teacher gives practical exercises to the students by asking them to come forward one by one to have a simple conversation. For example, the teacher asks the question "What is your favorite animal?", and the students answer "My favorite animal is horse" while using the learned gestures. The entire session was video-recorded because the institution uses video as an evaluation instrument, which is then saved as a student progress report. The recording was also sent to the WhatsApp group of student guardians, so that parents could see the extent of their child's development in using the gesture method (Aini, 2025).

3.1.4 Controlling (Supervision and Evaluation)

The supervision process, the director directly monitors the implementation of learning by observing the teacher's performance in implementing this method in the classroom. Evaluation is conducted through several methods, such as direct observation in the classroom, oral-based pre-test combined with gestures, as well as monitoring student progress through video documentation. In addition, the institution also involves student guardians by requesting feedback through a WhatsApp group, where they can view video recordings that have been uploaded by the institution as a form of child

development report. The purpose of this evaluation is to find out the extent to which students are progressing in using English, both in learning in the course and in their formal schools. (Faiz et al., 2024). From the results of direct observation at the AEC course institution, students' abilities in learning English using the gesture method are divided into two levels, namely Elementary level 1-3 and Elementary level 4-7. In the elementary level 1-3 class, 80% of the students have been able to master vocabulary, read sentences correctly, and recognize the differences in English words. They have also been able to use the gesture method in pronouncing words, which helps them remember the vocabulary they have learned more easily. However, there are 20% of students who still have difficulties in reading words and are less skilled in using gestures, so they are given special exercises with the teacher to better understand and master the material. Meanwhile, in the Elementary level 1-3 class, 75% of the students have been able to communicate in English using gestures, and can compose and pronounce long sentences well. They can also practice gestures in daily conversations, such as in English speech activities by using gestures as communication support. However, there are still 25% of students in Elementary level 4-7 classes who are not fluent in speaking, especially in composing and pronouncing long sentences, so they need additional assistance to be more confident in speaking. (Putri, 2025)

3.2 Language Learning Quality Management through Gesture Methode

AEC Course Institute applies Total Quality Management (TQM) in an effort to improve the quality of English learning, by focusing on three main aspects, namely input, process, and output. (Hafidz & Nashihin, 2020) This approach aims to manage learning more systematically, so as to improve student understanding and ensure that the gesture method is applied effectively in the classroom. Total Quality Management (TQM) is a management concept that focuses on efforts to maximize quality and efficiency in all aspects of the organization. (Wijoyo, 2021).

Table 1. The Indicators of TQM-Based Learning Quality Management

Aspects	Indicators	Implementation
Input	Qualifications of teaching staff	Teachers are trained in the gesture method
	TPR (<i>Total Physical Response</i>) based curriculum	Materials are organized to fit the TPR approach
	Learning facilities	Classroom, learning modules
Process	Learning strategies	Gesture-based learning with four main stages
	Learning evaluation	Pretest, video, observation, interview
Output	Increased student understanding	Vocabulary comprehension increased from 60% to 85%
	Active student participation	Speaking confidence increased from 55% to 90%
	Student and parent satisfaction	Satisfaction increased from 65% to 92%.

3.2.1 Input

The inputs in this case consist of three things, which include human resources, facilities and infrastructure, and curriculum. where the human resources consist of the principal, teachers, staff, and students. Based on an interview with the director of AEC, the inputs at AEC consist of the director, teaching staff, administrative staff and students. In this case, only teachers who have participated in gesture method training are allowed to teach. besides that, the institution also provides gesture-based learning modules so that students can more easily understand the material (Hidayat, 2025) . As for the results of interviews with the administrative staff of the institution, the facilities and infrastructure in this institution have prepared a comfortable and proper classroom, by applying the concept of learning on the floor using tables without chairs, so that students can more easily practice gestures during the learning process (Rohimah, 2025) . The curriculum used in this institution has also been well organized. It uses a Total Physical Response (TPR) based curriculum to ensure students can understand vocabulary well through movement.

3.2.2 Process

The English learning process at the AEC Course Institute using the gesture method is well structured and in accordance with the stages that have been designed, so that students can more easily understand and master the language optimally. The gesture method applied at this institution is specifically designed for students who want to improve their fluency in English through an interactive and fun approach. Based on an interview with the tutor of AEC, Miss Aini, this learning includes First, vocabulary memorization, where the teacher reads out new sentences while demonstrating appropriate gestures to help students understand the meaning. Second, speaking practice, where students actively imitate the gestures demonstrated by the teacher while repeating the learned vocabulary to strengthen their memory. Third, strengthening language comprehension with the help of gestures, students begin to connect gestures with word meanings through various

interactive activities, such as storytelling, language games, and simple conversations with classmates. Fourth, evaluation of understanding, where students are asked to use gestures in more complex communication, such as answering questions from the teacher or composing their own sentences based on the vocabulary they have learned. (Aini, 2025). The gesture method is applied according to the students' ability level. In Elementary level 1-3, the main focus is to recognize and memorize basic vocabulary using gestures, while elementary level 4-6, students begin to practice making conversations and speeches in English using gestures. Overall, the application of gesture method in the learning process not only helps students in memorizing vocabulary, but also makes them more active, confident, and able to understand and use English more fluently.

3.2.3 Output

This *output* reflects the effectiveness of the learning method that has been applied and shows the extent to which students have improved in language acquisition. Based on the evaluation conducted through the oral-based pre-test, there is an increase in the percentage of students who are able to understand and use English more fluently. As many as 80% of students in *Elementary* level 1-3 classes have been able to read and memorize vocabulary correctly and understand the differences in English words, while 75% of students in *Elementary* level 4-6 classes have been able to use English in simple conversations, compose long sentences, and practice gesture-based speech. However, there are still 20% of students in *Elementary* level 1-3 classes who have difficulty in reading and using gestures appropriately, and 25% of students in *Elementary* level 4-6 classes who are still not fluent in constructing long sentences. To overcome these obstacles, the institution provides additional guidance as well as intensive practice sessions for students who need them. Before this method was implemented, only about 55% of students dared to speak English in class. However, after the gesture method was used, this percentage increased to 90%, showing that this method not only helps in vocabulary acquisition, but also in building students' courage in communicating. (Putri, 2025)

Based on feedback collected from the *WhatsApp* group of guardians, most parents reported that their children have improved in understanding and using English in their daily lives. They became more confident in speaking and more active in trying to use English outside of class, which also affected their grades in formal institutions.

The correlation between learning management and language learning in this study shows that well-managed learning strategies can increase students' comprehension by 85% and increase their confidence in speaking by 90%. (Adam et al., 2025) Learning management has an important role in improving the quality of language learning, (Mukarromah et al., 2021) especially in the context of applying innovative methods such as gesture. In this study, gesture method is used to help learners understand vocabulary and language concepts better through body movements combined with pronunciation. The application of this method is in line with the concept of *Total Physical Response (TPR)* which emphasizes that language comprehension is more effective if it is associated with sensorimotor experiences. (Celik et al., 2021) With the application of POAC-based learning management (*Planning, Organizing, Actuating, Controlling*), course institutions can optimize *gesture* methods by means of careful planning, (Faiz et al., 2024) including the preparation of TPR-based curriculum and training of teaching staff. Good organization is also applied by selecting competent teachers and providing supporting facilities such as visual media and learning technology. Systematic implementation is done by applying gesture method in interactive movement-based learning, while continuous evaluation is done through pre-test, post-test, classroom observation, and interviews with students and parents.

This study has similarities with several previous studies that discuss the effectiveness of *gesture* methods in language learning. For example, a study conducted by (Khofifah & Wahyuni, 2023) shows that the use of *gesture* methods can improve students' memory and participation in language. In addition, research from (Salsabila et al., 2023) confirms that the effective use of *gestures* can strengthen verbal messages and increase understanding in the context of learning, especially in language learning. These results support the findings in this study which show that the *gesture* method not only helps in language acquisition but also increases students' active participation. In addition, research by Sagita & Hendriana (2021) identified that *gesture* can help students in understanding abstract concepts, including in language learning. This study reinforces that the *gesture* method can be used to connect language with meaning through direct experience (Lorenza & Imauddin, 2023) . However, a striking difference in this study compared to previous studies is the focus on learning management in supporting the implementation of the *gesture* method. Most of the previous studies only discussed the effectiveness of the *gesture* method in learning, but not many have linked it to the aspects of POAC-based learning management and Total Quality Management (TQM) as done in this study. Thus, this study contributes to filling the gap of previous research by examining how the optimization of learning management can increase the effectiveness of the gesture method in the context of non-formal education.

The implementation of *gesture-based* learning management has very broad implications in educational policy and institutional development. Other institutions can also implement this approach to improve the competitiveness and quality of education at the national and international levels. The effectiveness of this *gesture* method can also be carried out by other studies if combined with technological approaches, such as online learning platforms, which allow flexibility in the learning process (Pratikno et al., 2023). In addition, this approach can also be developed in various other subjects that require a deeper understanding of concepts through visual and physical communication. In addition, the implementation of TQM-based quality management can help institutions in maintaining standardization of teaching quality, increasing student and parent satisfaction, and improving teacher performance evaluation (Saepudin, 2025). For teaching staff, the results of this study emphasize the importance of periodic training in applying the gesture method effectively. This training can include gesture-based teaching techniques, as well as gesture-based evaluation strategies. With the improvement of teachers' skills, the effectiveness of gesture-based learning can be continuously improved. (Maharani et al., 2024). In addition, this research also provides recommendations for educational policy makers, especially in developing interactive method-based curriculum. The integration of gesture methods in language learning can be part of the national strategy in improving students' language skills, (Murwati & Syefriani, 2024) especially in non-formal education. Overall, this study shows that the application of gesture method in language learning, which is optimally managed through effective learning management strategies, can significantly improve the quality of learning. Therefore, the application of this method can be extended to various educational institutions to support more innovative, interactive, and effective language learning.

4. CONCLUSION

The optimization of learning management based on gesture method at AEC Course Institution has a positive impact on improving the quality of language learning. The implementation of learning management with POAC model ensures that the gesture method can be applied systematically and effectively. The implementation of the gesture method is proven to improve students' understanding of vocabulary and build their confidence in speaking English. In addition, the TQM-based quality management approach strongly supports the success of student learning by ensuring the quality of teaching staff, structured curriculum, and continuous evaluation. With the results of this study, it is hoped that the gesture method can be adopted more widely, especially in language learning, both in course institutions and in other educational institutions. Optimizing learning management is one of the main factors in creating a more interactive and effective learning environment to improve students' language competence.

RECOMMENDATIONS

Future research is recommended to explore the application of gesture methods in various learning environments for students, including in formal and non-formal education. In addition, the integration of this method using digital technologies such as AI and AR can be further investigated to improve its effectiveness. Long-term evaluation needs to understand the impact of this method on students' communication and memory skills. Comparative study with other learning methods can also be conducted to find out the advantages and disadvantages of gesture method in depth.

REFERENCES

- Adam, M. W. S., Paudi, F., Ngaito, O., & Hulopi, D. (2025). Strategi Pembelajaran Role Playing dalam Meningkatkan Kepercayaan diri Siswa. *Atmosfer: Jurnal Pendidikan, Bahasa, Sastra, Seni, Budaya, Dan Sosial Humaniora*, 3(1), 327–339. <http://doi.org/https://doi.org/10.59024/atmosfer.v3i1.1241>
- Aini, Q. (2025). Hasil Wawancara Dengan Tenaga Pengajar AEC Di Kelas Elementary Level 4 - 6, Pada Tanggal 20 Januari 2025.
- Ali, A., Fenica, S. D., & Noviyanti, S. (2024). Hakikat Bahasa Dan Implikasinya Dalam Pembelajaran Bahasa Indonesia Di Sekolah Dasar. *Journal on Education*, 7(1), 7225–7239. <http://doi.org/https://doi.org/10.31004/joe.v7i1.7418>
- Andika, M., & Mardiana, N. (2023). Edukasi Pentingnya Bahasa Inggris Di Era Globalisasi. *BERNAS: Jurnal Pengabdian Kepada Masyarakat*, 4(1), 246–251.
- Asni, A., Dasalinda, D., & Chairunnisa, D. (2023). Penerapan Fungsi Manajemen POAC (Planning, Organizing, Actuating, And Controlling) dalam Layanan Bimbingan Dan Konseling Di Sekolah. *Ideguru: Jurnal Karya Ilmiah Guru*, 9(1), 357–364. <http://doi.org/10.51169/ideguru.v9i1.840>
- Celik, T. I., Cay, T., & Kanadli, S. (2021). The Effect of Total Physical Response Method on Vocabulary Learning/Teaching: A Mixed Research Synthesis. *English Language Teaching*, 14(12), 154. <http://doi.org/10.5539/elt.v14n12p154>

- Faiz, M., Suciomy, R., Zaskia, S., & Kusumaningrum, H. (2024). Implementasi POAC dalam Manajemen Pendidikan Modern. *Islamic Education Journal*, 1(4), 26–36. <http://doi.org/https://doi.org/10.61132/reflection.v1i4.157>
- Hafidz, & Nashihin, H. (2020). Implementasi Totalquality Mangement (Tqm) Di Madrasah Ibtidaiyah Darul Huda Yogyakarta Hafidz. *STAINU Purworejo: Jurnal As Sibyan Jurnal Kritis Pendidikan Islam Dan Manajemen Pendidikan Dasar*, 3(2), 37–50. http://doi.org/https://doi.org/10.52484/as_sibyan.v3i2.189
- Heri Pratikno, Muhammad Rifki Pratama, Yosefine Triwidyastuti, & Musayyanah. (2023). Pengenalan Gestur Jari Tangan Sebagai Media Pembelajaran Berhitung Bagi PAUD Berbasis Visi Komputer Dan Deep Learning. *Journal of Computer Electronic and Telecommunication*, 4(1). <http://doi.org/10.52435/complete.v4i1.355>
- Hidayat, M. (2025). *Hasil Wawancara Dengan Direktur Lembaga Pada Tanggal 14 Januari 2025 Di Kantor Aec Kraksaan.*
- Jumiatih. (2020). Efektivitas Metode Bercerita dalam Meningkatkan Hasil Belajar Bahasa Indonesia. *Didaktika*, 9(1), 123–130. <http://doi.org/https://doi.org/10.58230/27454312.17>
- Khofifah, N., & Wahyuni. (2023). Penggunaan Metode Isyarat dalam Meningkatkan Kemampuan Menghafal Mufrodat Bahasa Arab (Studi Kasus di Kelas VII MTs). *Journal of Millenial Education (JoME)*, 2(2), 165–176.
- Liang, M., & Irawan, M. D. (2023). Analisis Aplikasi Sikar dengan Metode Triangulasi Pengelolaan Surat Masuk dan Keluar. *Blend Sains Jurnal Teknik*, 1(4), 267–276. <http://doi.org/10.56211/blendsains.v1i4.226>
- Lorenza, D., & Imauddin, M. (2023). Mengidentifikasi Gesture Siswa dalam Menyelesaikan Soal Matematika Siswa Kelas VII di SMP N 2 Ampek Angkek. *Journal on Education*, 5(3), 7491–7499. <http://doi.org/10.31004/joe.v5i3.1539>
- Maharani, Aminuyati, Wiyono, H., Buwono, S., & Karolina, V. (2024). Efektivitas Model Pembelajaran Game-Based Learning terhadap Hasil Belajar Peserta Didik pada Pembelajaran IPS Kelas VII SMP Negeri 6 Pontianak. *Journal on Education*, 6(3), 16677–16684.
- Mukarromah, S., Rosyidah, A., & Musthofiyah, D. N. (2021). Manajemen Pembelajaran dalam Meningkatkan Mutu Pendidikan di Madrasah. *Ar-Rosikhun: Jurnal Manajemen Pendidikan Islam*, 1(1), 54–62. <http://doi.org/10.18860/rosikhun.v1i1.13889>
- Murwati, S., & Syefriani, S. (2024). Penggunaan bahasa isyarat dalam pembelajaran seni tari bagi siswa tunarungu tingkat sekolah menengah pertama di sekolah luar biasa, 10(4), 180–196.
- Nur Efendi, & Muh Ibnu Sholeh. (2023). Manajemen Pendidikan Dalam Meningkatkan Mutu Pembelajaran. *Academicus: Journal of Teaching and Learning*, 2(2), 68–85. <http://doi.org/10.59373/academicus.v2i2.25>
- Putri, F. (2025). *Hasil Observasi Partisipan pada tanggal 19 januari 2025 di Ruang Kelas AEC (Alqur'an Education Center).*
- Rohimah, K. (2025). *Hasil Wawancara Dengan Staff Administrasi Lembaga pada tanggal 15 januari 2025, di Base Camp AEC Kraksaan.*
- Rosa, D., Suastra, I. W., & Sariyasa. (2023). Media Pembelajaran Interaktif untuk Meningkatkan Keterampilan Membaca Permulaan pada Mata Pelajaran Bahasa Indonesia untuk Siswa Kelas I Sekolah Dasar. *Jurnal Imiah Pendidikan Dan Pembelajaran*, 7(3), 443–450. <http://doi.org/10.23887/jipp.v7i3.60119>
- Saepudin, A. (2025). Implementasi Total Quality Management (Tqm) Dalam Mencapai Kepuasan Siswa. *Educational Management*, 9(1), 1–13.
- Sagita, M., & Hendriana, B. (2021). Mengidentifikasi Gesture Matematis Siswa dalam Memecahkan Soal Geometri. *Jurnal Cendekia: Jurnal Pendidikan Matematika*, 5(2), 963–973. <http://doi.org/https://doi.org/10.31004/cendekia.v5i2.558>
- Salsabila, Nasichah, Nur Haliza, S., & Ray Ramadhan Husny, M. (2023). Implementasi Komunikasi Gerak Tubuh pada Mahasiswa Bimbingan Penyuluhan Islam. *Educatioanl Journal: General and Specific Research*, 3(2), 552–559.
- Sinta Sukma Ayu, & Zuhrinal M. Nawawi. (2023). Penerapan Planning, Organizing, Actuating, And Controlling (POAC) Dalam Manajemen Bisnis Islam. *Jurnal Ekonomi, Bisnis Dan Manajemen*, 3(1), 51–68. <http://doi.org/10.58192/ebismen.v3i1.1733>
- Tri Widiasari, A. A. M. (2023). Implementasi Model Pembelajaran Modeling Partisipan Pada Mata Pelajaran Akidah Akhlak Di Ma Balongrejo Sumobito Jombang. *Jurnal Studi Kemahasiswaan*, 3(1), 37–52. <http://doi.org/https://doi.org/10.54437/irsyaduna>
- Tutty, A., Rossa, R., Ruswandi, A., Sauri, R. S., & Fatkhullah, K. (2023). Manajemen Mutu Pembelajaran Bahasa Inggris Dalam Meningkatkan Budaya Literasi. *Indonesian Journal of Teaching and Learning*, 2(1), 21–28. <http://doi.org/https://doi.org/10.56855/intel.v2i1.189>
- Wijoyo, H. (2021). Total Quality Management Dalam Pendidikan. *SSRN Electronic Journal*, 2(7), 939–943. <http://doi.org/10.2139/ssrn.3937098>