

MANAGEMENT OF THE LEADING TAHFIDZ PROGRAM AT MITQ AL MANSHURAH BANJARNEGARA REVIEWED FROM THE ASPECTS OF CONTEXT, INPUT, PROCESS, AND ACTION

Dul Kholim¹, Maryanto², Imam Subarkah³, Sukataman⁴

IAINU Kebumen¹²³⁴⁵

dulkholim77@gmail.com, sukattamam@gmail.com

ABSTRAK

Menjalankan program sampai berhasil adalah hal yang sulit, termasuk program unggulan dalam lembaga pendidikan. Perlu adanya manajemen yang menunjang program tersebut. Penelitian ini bertujuan untuk mengevaluasi pengelolaan program unggulan tahfidz di MITQ Al-Manshurah Banjarnegara melalui empat aspek utama, yakni context, input, process, dan action. Pendekatan yang digunakan adalah kualitatif dengan desain deskriptif agar dapat menggambarkan secara mendalam praktik pengelolaan program tahfidz sesuai kondisi nyata di lapangan. Subjek penelitian terdiri atas kepala madrasah, guru tahfidz, serta peserta didik, dengan pengumpulan data melalui wawancara mendalam, observasi langsung, dan dokumentasi. Hasil penelitian menunjukkan bahwa pada aspek context, program tahfidz didukung oleh visi dan misi madrasah yang berfokus pada pembentukan generasi Qur'ani, serta dukungan orang tua dan masyarakat sekitar. Aspek input mencakup ketersediaan guru yang kompeten, fasilitas pembelajaran, serta kurikulum dan metode yang terstruktur. Dalam aspek process, pelaksanaan program berlangsung secara sistematis melalui kegiatan rutin, bimbingan intensif, dan evaluasi berkala, di mana guru berperan sebagai pembimbing sekaligus motivator. Sementara itu, pada aspek action, program terbukti menghasilkan capaian nyata berupa peningkatan hafalan dan terbentuknya karakter religius peserta didik, yang menunjukkan efektivitas pengelolaan program.

Kata Kunci: Pengelolaan Tahfidz, Context, Input, Process, Action

ABSTRACT

Running a program successfully is difficult, including flagship programs in educational institutions. Supporting management is essential. This study aims to evaluate the management of the flagship tahfidz program at MITQ Al-Manshurah Banjarnegara through four main aspects: context, input, process, and action. A qualitative approach with a descriptive design was used to provide an in-depth description of the tahfidz program management practices based on actual conditions in the field. The research subjects consisted of the madrasah principal, tahfidz teachers, and students, with data collected through in-depth interviews, direct observation, and documentation. The results indicate that, in terms of context, the tahfidz program is supported by the madrasah's vision and mission, which focus on developing a Qur'anic generation, as well as support from parents and the surrounding community. Input aspects include the availability of

competent teachers, learning facilities, and a structured curriculum and methods. In terms of process, the program is implemented systematically through routine activities, intensive guidance, and periodic evaluations, with teachers acting as both mentors and motivators. Meanwhile, in terms of action, the program has proven to produce tangible results in the form of improved memorization and the development of students' religious character, demonstrating the effectiveness of program management.

Keywords: *Tahfidz Program Management, Context, Input, Process, Action, MITQ Al-Manshurah*

INTRODUCTION

Islamic education has a dual purpose, namely not only developing knowledge, but also forming the character and spiritual values of students (Ramadhani & Musyarapah, 2024). One implementation is through the Quran memorization program, which is designed to foster a love of the Quran while equipping students with the ability to memorize and practice the holy verses. The Quran memorization program is now a flagship program in many madrasas because, in addition to improving memorization skills, it also instills discipline, perseverance, and a strong learning ethic (Hazizah & Mahfud, 2022).

MI TQ Al-Manshurah Banjarnegara prioritizes the tahfidz program as one of its flagship programs. This program focuses not only on achieving memorization volume but also on developing students' religious and spiritual character. The program's success is greatly influenced by the quality of its management, from the planning stage to the evaluation stage. Therefore, it is important to examine the management of the tahfidz program to understand its effectiveness and impact on students (Lubis & Pasaribu, 2024).

From an educational management perspective, program management can be analyzed using the CIPO (Context, Input, Process, and Action) model. The context aspect includes environmental conditions, the madrasah's vision and mission, and stakeholder support that influence program implementation (Misraini et al., 2024). Input aspects relate to human resources, facilities, curriculum, and learning methods which form the foundation of the program (Susilowati et al., 2025). The process aspect emphasizes the implementation of activities, learning strategies, and teacher-student interactions (Widhiasti et al., 2022). Meanwhile, the action aspect assesses

real results, both in terms of memorization achievement, reading quality, and the formation of religious character (Ulya et al., 2026). This approach allows for a comprehensive and systematic analysis of the management of the tahfidz program so that strengths and constraints can be identified.

The tahfidz program faces unique challenges because it demands consistency, perseverance, and a high level of learning intensity. Differences in student abilities and motivation are important factors influencing learning success (Utami et al., 2024). In addition, teacher competence, infrastructure support, and good planning and supervision also determine the effectiveness of the program (Murhaban et al., 2024). Thus, managing a tahfidz program requires a structured managerial approach so that the four CIPO aspects can work synergistically and produce optimal results.

Research on the management of the flagship tahfidz program at MITQ Al-Manshurah Banjarnegara is important because it can provide an overview of management practices, supporting factors, and obstacles encountered. The results of this study are expected to serve as a reference for developing tahfidz programs in other madrasas and contribute to strengthening Islamic education management. A comprehensive understanding of the context, input, process, and action aspects is expected to help madrasas design more effective strategies to improve the quality and success of tahfidz programs.

Furthermore, it is necessary to emphasize the administrative and structural aspects of effective tahfidz program management. A supportive learning environment, support from teachers and parents, and the use of diverse learning methods are crucial factors in maintaining student enthusiasm and consistency in memorizing the Quran (Irfan et al., 2024). With this approach, the tahfidz program doesn't simply produce mechanical memorization, but also helps students understand the meaning and internalize the values of the Quran in their daily lives.

Meanwhile, the periodic evaluations conducted by madrasas serve not only as a measurement tool but also as a means of reflection for ongoing program improvement and refinement (Hayati et al., 2025). Evaluation results serve as a reference in developing curricula, learning strategies, and student mentoring

methods, ensuring that the tahfidz program manages a balance between planning, implementation, and quality improvement.

On the other hand, external challenges such as social influences and limited time outside of school hours require madrasahs to develop more adaptive learning strategies. Additional tutoring programs, grouping students based on ability, and utilizing educational technology are important solutions to improve memorization effectiveness (Sholichah et al., 2025). All these efforts emphasize that the management of the tahfidz program is a complex and dynamic managerial process, which requires synergy and cooperation from all related parties in the madrasah.

METHOD

This study uses a qualitative approach with a descriptive design to evaluate the management of the flagship tahfidz program at MITQ Al-Manshurah Banjarnegara through four CIPO aspects: context, input, process, and action (Afdal Chatra, 2023). The research subjects included madrasah principals, tahfidz teachers, and students, who provided information related to the program's planning, implementation, and outcomes. Data collection was conducted through in-depth interviews, direct observation, and documentation studies. Interviews aimed to explore the subjects' experiences and perspectives, observations to directly monitor the learning process, and documentation was used to review the curriculum, activity schedule, and evaluation records. Data were analyzed descriptively and qualitatively by grouping information based on CIPO aspects, ranging from context and resources, implementation processes, to outcomes. This approach allows for a comprehensive understanding of the effectiveness of tahfidz program management as well as the supporting factors and obstacles that emerged during implementation.

DISCUSSION

Tahfidz Management at MITQ Al – Manshurah

The role of tahfidz management at MITQ Al-Manshurah goes through several stages, namely:

1. Planing

The flagship Quran memorization program at MI MITQ Al-Mansurah, Banjarmangu District, Banjarnegara, was structured through the establishment of memorization targets for students from grades 1 to 6, totaling five chapters (juz), as outlined in the curriculum as implementation guidelines. Learning activities are conducted routinely every Monday through Friday, with Mondays focused on muraja'ah (recitation) activities to strengthen memorization. This program is supported by a clear human resource management system, including memorization examiners and a secretariat. It also utilizes various learning methods such as talqin (recitation), talaqqi (recitation), tiktir (recitation), peer tutoring, and sama'i (recitation).

Program implementation involves various parties, including the madrasah principal, the head of religious affairs, the memorization coordinator, the memorization teachers, and students, who coordinate regularly each week. Lessons are held in the morning from 6:30–7:35 WIB. Furthermore, a well-structured organizational structure regulates the division of tasks and responsibilities in program implementation, from the planning stage to the evaluation stage.

Memorization targets are set in stages, starting with Juz 30 and continuing with the addition of Juz 1. Grade 6 focuses on strengthening memorization through recitation. To support this target, a corner Quran is used, with a minimum memorization standard of three lines per day. Effective time calculations indicate that the memorization target can be achieved within one semester, while the remaining time is used to strengthen and consolidate memorization.

Learning is conducted in halaqah groups with an ideal ratio of one teacher to fifteen students. The learning stages include initial activities such as introduction and recitation, core activities such as memorization enhancement through the talqin method, repetition, and memorization consolidation, and closing activities such as memorization reinforcement and prayer. Overall, this program is systematically and measurably designed to produce optimal and high-quality Quran memorization..

2. Implementation

The Quran memorization program at MI MITQ Al-Mansurah, Banjarmasin District, Banjarnegara, is implemented in a structured manner with a gradual memorization target from grades 1 to 6, using methods such as talqin, talaqqi, tiktirar, peer tutoring, and sama'i. Learning is conducted every Monday to Friday, with Monday specifically for muraja'ah, and uses a corner Quran with a target of three lines per day. The process includes memorization, submission, evaluation, and exams in stages according to standards. Routine coordination between the madrasah principal, the head of religious affairs, and the tahfidz coordinator ensures the program runs effectively and the quality of memorization improves. In addition, memorization is strengthened through daily, weekly, and incidental muraja'ah, as well as the Haris program for students who have mutqin (strong memorization). With systematic management and varied methods, this program aims to produce students with solid, maintained, and quality Quran memorization.



Figure 1. Implementation of Sam'i



Figure 2. Implementation of Muraja'ah

3. Evaluation

The evaluation of the Quran memorization program at MI MITQ Al-Manshurah in Banjarmangu District, Banjarnegara, has two main objectives: assessing student progress against predetermined targets and gathering feedback on program implementation. Each class has its own memorization target, which serves as a benchmark for measuring student achievement. Students' memorization is assessed through a submission process to an examiner. After being certified as memorized by the in-charge teacher, the memorization is reviewed by the tahfidz coordinator before being approved by the head of the religious affairs department.

The tahfidz exam is administered by reciting at least one juz (jurisprudence) per session; students with more memorization are allowed to adjust the number of juz (jurisprudence) they read. For grade 1, all students start with juz 30, although some may have already memorized the Qur'an, to standardize the tallaqi method and ensure a uniform memorization system. This system allows students to memorize more juz (jurisprudence) according to MI MITQ procedures. Graduates with 10 juz (jurisprudence) can proceed to the free boarding program.

MI MITQ Al-Manshurah uses several methods to evaluate memorization. The Haris method assesses memorization by line and verse, the Umami method is used for reading the Quran, and the Tamyiz method is used to understand translations. Guidance by a muhafidz teacher is still necessary, as some students' memorization even exceeds that of their teachers. In addition

to memorization, tahsin, tajwid, and ghorib are also emphasized to ensure students' recitation is standard.

The mulazamah class is an advanced class with a memorization target of 30 juz (chapters), while the regular class has a lower target, usually five juz. The tahfidz exam is adjusted for the number of juz to prevent student fatigue, and monitoring is carried out through teacher performance evaluations every December and June. The program faces challenges, for example, when students take the munaqosah (public exam), which temporarily halts memorization. However, evaluation and mentoring are still carried out to ensure students achieve their memorization and standard recitation targets. Appreciation is given through the distribution of shahadah (ceremonial offerings) every two weeks, photo documentation, and awards for outstanding students. The tahfidz program culminated in a Khataman (completion) and Imtihan (reciting the Quran), where participants demonstrated their Quranic recitation, tajweed (recitation), gharaibul Quran, and memorization of Juz 30 in front of invited guests and community leaders. The event was filled with emotion and appreciation, with the fourth grade MI participants demonstrating extraordinary abilities. MI MITQ Al-Manshurah received recognition for successfully combining general and religious education. The foundation is committed to making the Quran the foundation of education, shaping a generation that memorizes the Quran and has noble morals, and emphasizing education not for material gain, but as a provision for the afterlife.

Implementation of Management Functions from the CIPO Context at MITQ Al-Manshurah

The results of the study show that the management of the superior tahfidz program at MITQ Al-Manshurah Banjarnegara was carried out in a structured and planned manner, with full support from all components of the madrasah.:

First, from a contextual perspective, this program is strong because it aligns with the madrasa's vision and mission, which emphasizes the formation of a Qur'anic generation. Support from parents and the surrounding community also strengthens students' motivation to actively participate in the program (Saefullah et

al., 2023). These findings confirm that the success of an educational program is greatly influenced by supportive social and institutional conditions. Meanwhile, planning, or context, is a structured process of establishing goals and determining the steps, alternative courses of action, and resources needed to achieve them effectively and efficiently (Suherman et al., 2024). This process involves continuous decision-making, implementation, monitoring, and evaluation. The planning stages include goal setting, analyzing current conditions, identifying supporting and inhibiting factors through approaches such as SWOT analysis, and developing and selecting the best strategic alternatives. Planning can be conducted at the individual, group, or institutional level and must be based on data and facts to optimally achieve goals.

Second, the input aspect of this program also demonstrates good readiness. The availability of professional tahfidz teachers, adequate learning facilities, and a structured curriculum facilitate learning. Furthermore, teaching methods tailored to student abilities demonstrate that human resource and infrastructure management are crucial factors in the program's success. This aligns with the principles of Islamic educational management, which emphasize the quality of input as the primary foundation of program success. Input in management is an organizational process aimed at arranging, dividing, and coordinating tasks and resources to optimally achieve organizational goals (Wijayanti & Wicaksana, 2003). This process includes assigning tasks, dividing work, grouping activities into organizational structures, and assigning authority and responsibility to each member. With a clear organizational structure and good coordination, each individual can effectively carry out their role in achieving common goals. Furthermore, input also emphasizes the importance of cooperation, resource availability, and member readiness to perform optimally. Proper input management will improve organizational performance while creating harmonious and productive working relationships to achieve both short-term and long-term goals.

Third, the process aspect demonstrates that the implementation of the tahfidz program is carried out consistently through routine activities, intensive guidance, and periodic evaluations. Teachers act not only as instructors but also as motivators and mentors, able to adapt their approach to student characteristics.

(Nurzannah, 2022). Harmonious interaction between teachers and students, as well as attention to students' motivation and psychological needs, strengthens the effectiveness of learning (Nitami et al., 2025). These findings confirm that a planned yet flexible learning process is crucial for developing high-quality memorization and instilling religious character. In its implementation function, management plays a role in mobilizing and encouraging organizational members to work with high awareness and commitment in accordance with established goals. This process must be aligned with other management functions and based on the principle of unity of command and tailored to individual needs. The primary objective of mobilization is to foster motivation, provide guidance, and direct members through clear communication, firm instructions, and exemplary leadership. Therefore, the implementation function encompasses not only regulating work activities but also leadership, motivation, and communication as a means of influencing individuals to contribute optimally to achieving organizational goals.

Fourth, regarding outcomes, the tangible results of this program are evident in the increase in student memorization, as well as their understanding of the meaning of the Quran and the application of its values in daily life. This demonstrates that good program management not only produces memorization but also fosters a strong religious character. This is because we return to the meaning of product in management, namely systematic control activities to monitor work implementation, assess target achievement, and take corrective action if there is any discrepancy with the plan. This supervision can take place through superior-subordinate, subordinate-superior, or self-control that emphasizes personal awareness and responsibility. Besides being a control tool, supervision also functions as a development effort that encourages increased commitment, loyalty, and work quality among organizational members (Raharjo et al., 2023). Therefore, managers play a crucial role in ensuring that each individual works according to their assigned duties so that organizational goals can be achieved effectively and efficiently.

Overall, the analysis of the four CIPO aspects indicates that the management of the tahfidz program at MITQ Al-Mansurah Banjarnegara is effective and

systematic. The integration of a supportive context, adequate input, a structured process, and clear outcomes demonstrates that this program has successfully formed a generation of Qur'anic scholars. These findings can serve as a reference for other madrasas in developing superior tahfidz programs, while also emphasizing the importance of implementing comprehensive and sustainable educational management.

CIPO In Management For More Advanced Programs

The CIPO (Context, Input, Process, Output) approach can improve the quality of program management, making it more advanced, responsive, and sustainable. From a contemporary management perspective, CIPO is used not only as an evaluation tool but also as a comprehensive conceptual framework for designing and managing programs as a whole (Ahmad, 2018). Through context analysis, institutions are able to understand actual needs, challenges, and opportunities that can be exploited, ensuring that programs are truly aligned with environmental conditions and demands. Without a thorough context analysis, programs have the potential to be off-target and ineffective in their implementation.

In the input dimension, CIPO ensures that all involved resources meet the required criteria, including the quality of teaching staff, curriculum design, methods used, and supporting facilities. Progress-oriented management not only considers the availability of resources but also how those resources are utilized optimally and effectively (Sukataman & Khotimah, 2024). Quality input will be a crucial foundation for successful program implementation.

Meanwhile, regarding the process aspect, CIPO emphasizes the importance of program implementation that runs systematically, consistently, and in accordance with established standards (Wardiman et al., 2024). The process is not only related to activity implementation, but also encompasses monitoring, evaluation, and ongoing improvement efforts. Effective management must be able to establish a robust control system so that each stage of the program can be continuously monitored and its quality improved. A well-managed process will result in more efficient and optimal program implementation.

Regarding output, CIPO is used to measure program success based on the results achieved, both in terms of quantity and quality, including the resulting long-

term impact (Ahmad, 2018). A successful program is characterized not only by the number of results achieved, but also by their quality and ongoing benefits. Evaluation of these outputs serves as an important basis for determining strategic steps for future program development.

CONCLUSION

This study shows that the management of the flagship tahfidz program at MITQ Al-Manshurah Banjarnegara is effective through the implementation of the four CIPO aspects: context, input, process, and action. The program is supported by the madrasah's vision and mission that emphasizes the formation of a Qur'anic generation and the support of parents and the community, supported by competent teachers, adequate facilities, and a structured curriculum and learning methods. The program is implemented systematically through routine activities, intensive guidance, and periodic evaluations, with teachers acting as both instructors and motivators. The results are seen in the improvement of memorization, understanding of the meaning of the Qur'an, and the formation of students' religious character, which emphasizes the importance of comprehensive educational management in producing a quality and characterful Qur'anic generation.

REFERENCES

- Afdal Chatra. (2023). *Metode Penelitian Kualitatif*. PT.Sonpedia Publishing Indonesia.
- Ahmad. (2018). Evaluasi program mahasiswa wirausaha dengan model cipo di Universitas Brawijaya dan Universitas Negeri Malang. *Jurnal Penelitian Dan Evaluasi Pendidikan*, 22(2), 154–167.
- Hayati, R. Z., Suryani, & Komariah, N. (2025). Efektivitas Supervisi Akademik Dalam Meningkatkan Kompetensi Pedagogik Guru Mata Pelajaran Akidah Akhlak Di Madrasah Tsanawiyah Annahdatul Muhibbah Desa Bente Kecamatan Mandah Kabupaten. *Jurnal Pelita Manajemen Pendidikan*, 2(2), 326–341.
- Hazizah, U., & Mahfud, M. (2022). Program Unggulan Tahfidz al-Quran Madrasah Ibtidaiyah Miftahul Ulum Driyorejo Berbasis Metode Talaqqi. *Indonesia Islamic Education Journal*, 1(1), 45–54.
- Irfan, I., Abubakar, A., Ulfah, M., & Nasaruddin. (2024). Eksplorasi Pengalaman Guru dan Siswa dalam Pembelajaran Tahfidz Al-Quran melalui Pendekatan

- Eklektik di SMP IT Insan Kamil Kota Bima. *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)*, 4(2), 546–555.
- Lubis, A. A., & Pasaribu, M. (2024). Manajemen Program Hafalan Quran di Pondok MAS Subulussalam Madina. *EduInovasi: Journal of Basic Educational Studies*, 4(1), 1–18.
- Misraini, M., Marsithah, I., & Mulyadi, S. (2024). MANAJEMEN STRATEGIK SEKOLAH BERBASIS BOARDING SCHOOL DALAM MENINGKATKAN KUALITAS MUTU PENDIDIKAN. *RESEARCH AND DEVELOPMENT JOURNAL OF EDUCATION*, 10(1), 1420–1432.
- Murhaban, M., Aprilianto, A., & Wijono, H. A. (2024). Efektivitas Manajemen Berbasis Madrasah Dalam Mengembangkan Kompetensi Guru Di MIN 6 Aceh Timur. *Irysaduna : Jurnal Studi Kemahasiswaan*, 4(1), 117–131.
- Nitami, S. D., Neviyarni, N., & Nirwana, H. (2025). KONSEP DAN IMPLEMENTASI PENGELOLAAN KELAS DALAM MENINGKATKAN EFEKTIVITAS PEMBELAJARAN. *JURNAL ILMIAH PENELITIAN MAHASISWA*, 3(6), 708–716.
- Nurzannah, S. (2022). Peran Guru Dalam Pembelajaran. *ALACRITY: Journal of Education*, 2(3), 27–34.
- Raharjo, S. B., Masahere, U., & Widodo, W. (2023). Komitmen organisasi sebagai strategi peningkatan kinerja dan loyalitas karyawan: studi tinjauan literatur. *Entrepreneurship Bisnis Manajemen Akuntansi*, 4(1), 143–156.
- Ramadhani, N., & Musyarapah. (2024). Tujuan Pendidikan Islam dalam Membentuk Generasi Berakhlak Mulia. *Tahta : Jurnal Pendidikan Nusantara*, 3(2), 78–91.
- Saefullah, A., Aisha, N., Lesmana, A. S., Holiza, N. E., & Ibad, K. (2023). Peran Orang Tua, Masyarakat dan Guru terhadap Motivasi Belajar Siswa SDN 03 Sukadana. *Journal on Education*, 5(4), 2655–1365.
- Sholichah, L. F., Safika, Rahayu, M. A., Masnawati, E., Mardikaningsih, R., Hariani, M., Masfufah, M., & Aliyah, N. D. (2025). EFEKTIFITAS BIMBINGAN BELAJAR DALAM MENINGKATKAN PRESTASI AKADEMIK DI DESA BALUNGANYAR. *Prosiding Pengabdian Ekonomi Dan Keuangan Syariah*, 3(2), 685–693.
- Suherman, U., Esya, E. M., & Cipta, E. S. (2024). Konsep Perencanaan Dalam Manajemen Pendidikan. *Journal of Teacher Training and Educational Research*, 1(3), 109–116.
- Sukataman, & Khotimah, K. (2024). Implementasi 3 B dalam Manajemen Pondok Pendawa di Parung. *Cakrawala : Jurnal Kajian Manajemen Pendidikan Islam Dan Studi SOSIAL*, 8(2), 242–253.

- Susilowati, E., Chotimah, C., & Junaris, I. (2025). Efektivitas Evaluasi Kurikulum Berbasis Model CIPP Terhadap Peningkatan Kualitas Pembelajaran. *JIRER JOURNAL ISLAMIC RELIGIOUS EDUCATION RESEARCH*, 1(1), 84–90.
- Ulya, N. A., Rochmah, A., & Rokhmah, E. N. (2026). Strategi Bimbingan Tahfidz Dalam Membentuk Karakter Religius Siswa di Muslimeen Suksa School, Songkhla Thailand. *Jurnal Masyarakat Madani Indonesia*, 5(1060–1070).
- Utami, D. S., Putri, S. A., Suriansyah, A., & Cinantya, C. (2024). Pentingnya Motivasi dalam Meningkatkan Hasil Belajar Peserta Didik Sekolah Dasar. *MARAS: Jurnal Penelitian Multidisiplin*, 2(4), 2071–2082.
- Wardiman, J., Latifannisa, N., Rahmi, Y., Friyatmi, & Susanti, D. (2024). Evaluation of The Wirid Youth Program Using The CIPO Model. *Ta`dib: Jurnal Pendidikan Islam*, 29(1), 18–35.
- Widhiasti, A., Putri, A., Fanani, M. A., & Salim, N. (2022). Analysis of learning components in implementation of educational process in schools. *Curricula: Journal of Curriculum Development*, 1(2), 219–234.
- Wijayanti, N., & Wicaksana, F. A. (2003). IMPLEMENTASI FUNGSI MANAJEMEN GEORGE R. *Jurnal Cerdik: Jurnal Pendidikan Dan Pengajaran*, 3(1), 30–43. <https://doi.org/10.21776/ub.jcerdik.202>