

Learning Management of the Love-Based Curriculum at Madrasah Ibtidaiyah Negeri 2 Gorontalo Regency

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ABSTRACT

The implementation of the Love-Based Curriculum in Islamic schools requires effective learning management so that the values of Panca Cinta can be systematically integrated into the learning process. However, studies explaining the relationship between the learning management function, the values of Panca Cinta, and the factors influencing its implementation are still limited. This study aims to analyze the implementation of the Love-Based Curriculum learning management and identify supporting and inhibiting factors in Madrasah Ibtidaiyah Negeri 2 Gorontalo Regency. The study used a qualitative approach with a descriptive design involving 10 informants. Data were collected through observation, in-depth interviews, and documentation, then analyzed using the interactive model of Miles, Huberman, and Saldana. Data validity was tested through source triangulation, technical triangulation, time triangulation, and member checking. The results showed that the implementation of the Love-Based Curriculum has been carried out through the functions of planning, organizing, implementing, monitoring, and evaluating integrated with the values of Panca Cinta. Supporting factors include the leadership of the madrasah principal, teacher commitment, madrasah culture, collaboration with parents, and support for learning facilities, while inhibiting factors include differences in teacher understanding, limited learning time, diverse student characters, and suboptimal parental involvement. The novelty of this research lies in explaining the relationship between the function of learning management, the implementation of the Panca Cinta values, and supporting and inhibiting factors in implementing character-based learning in madrasahs.

1. INTRODUCTION

Islamic elementary education plays a strategic role in building the intellectual, emotional, social, and spiritual foundations of students. Madrasah Ibtidaiyah, as an Islamic educational institution, is not only responsible for achieving academic competency but also has a mandate to shape the character, morality, and personality of students. During the elementary education phase, the learning process becomes a crucial space for instilling humanitarian values, religiosity, social awareness, and the ability to interact positively with the environment (Simbolon et al., 2025; Yatri et al., 2025). Therefore, learning management in madrasahs cannot be solely oriented towards delivering material, but must be directed towards developing individuals with a balance between cognitive, affective, and psychomotor abilities. The development of the modern educational paradigm shows a shift in learning orientation from an approach centered on knowledge transfer to a more humanistic approach. Learning is no longer viewed solely as an academic process, but as a process of building meaningful experiences that can shape students' character. In the context of Islamic education, this humanistic approach is linked to the values of mercy, compassion, and respect for human dignity. The concept of the Love-Based Curriculum (LBC) is presented as an innovative approach that places the values of love, empathy, tolerance, caring, and noble character as the foundation of all educational activities (Saskia et al., 2025; Rahman et al., 2026). LBC is not a stand-alone formal curriculum, but rather a pedagogical paradigm that integrates the values of love into the

planning, implementation, and evaluation of learning. Theoretically, the success of a curriculum implementation is greatly influenced by the quality of learning management implemented by educational institutions. Learning management encompasses a series of planning, organizing, implementing, monitoring, and evaluating activities to ensure learning objectives are achieved effectively and efficiently (Mukarromah et al., 2021; Supendi, 2024). Good learning management enables teachers to develop strategies, methods, media, and evaluations that are tailored to students' needs. Therefore, implementing a Love-Based Curriculum requires a learning management system capable of translating the philosophical values of love into concrete learning practices.

Studies on the Love-Based Curriculum have begun to develop in several recent studies. Maharani et al. (2025) through a literature review on the implementation of the Love-Based Curriculum in Madrasah Ibtidaiyah in Palembang City showed that the Love-Based Curriculum is able to increase learning motivation, classroom comfort, and strengthen student character, although there are still obstacles in the form of limited facilities and teacher readiness. Research by Nst & Al-Husna (2025) on the implementation of the Love-Based Curriculum in learning Akidah Akhlak in Madrasah Aliyah shows that the love-based approach is able to create humanistic learning through teacher role models, interactive communication, and the formation of student empathy. Furthermore, Akib et al. (2025) found that the implementation of the Love-Based Curriculum in Biology learning in madrasahs can increase student learning motivation and scientific literacy through the integration of environmental care values. Although previous research has contributed to the implementation of the Love-Based Curriculum, most of the research still focuses on the application of love values in learning, strengthening student character, or conceptual studies regarding the Love-Based Curriculum. These studies have not explained how the values of Panca Cinta are integrated into each learning management function, as well as how the leadership of the madrasah principal, madrasah culture, and learning management interact to support the successful implementation of the Love-Based Curriculum. As a result, there is no comprehensive explanation available regarding the implementation mechanism of the Love-Based Curriculum from a learning management perspective, especially at the State Madrasah Ibtidaiyah level. Based on these gaps, this study offers a novelty through a study that integrates the implementation of the Love-Based Curriculum with learning management practices in Madrasah Ibtidaiyah. The novelty of this study lies in the explanation of how the values of Panca Cinta are systematically internalized through learning management functions, namely planning, organizing, implementing, monitoring, and evaluating. Furthermore, this study shows that the successful implementation of the Love-Based Curriculum is influenced not only by the implementation of management functions, but also by the synergy of the madrasah principal's leadership, madrasah culture, teacher commitment, and a learning environment that supports the formation of student character.

These findings provide a more comprehensive perspective on the implementation of the Love-Based Curriculum in the study of Islamic education management. The research problem is how the values of Panca Cinta are integrated into the learning management of the Love-Based Curriculum at Madrasah Ibtidaiyah Negeri 2 Gorontalo Regency, the factors that support and hinder its implementation, and the relationship between the leadership of the madrasah principal, madrasah culture, and learning management in the formation of student character. To answer these problems, this research uses a qualitative approach with descriptive methods through observation, in-depth interviews, and documentation. This study aims to analyze the integration of the Panca Cinta values in the learning management of the Love-Based Curriculum, identify supporting and inhibiting factors in its implementation, and explain the relationship between madrasah principal leadership, madrasah culture, learning management, and student character formation. The results of this study are expected to provide theoretical contributions to the development of Islamic education management studies and

serve as a practical reference for madrasahs in implementing the Love-Based Curriculum systematically and sustainably.

2. METHODS

This study uses a qualitative approach with a descriptive research type to gain a deep understanding of the implementation of the Love-Based Curriculum learning management at Madrasah Ibtidaiyah Negeri 2 Gorontalo Regency. This approach was chosen because it allows researchers to explore the phenomena, processes, and meanings constructed by informants in the implementation of learning management comprehensively (Sumilih et al., 2025).

2.1 Research Site and Participants

The research was conducted at Madrasah Ibtidaiyah Negeri 2 Gorontalo Regency. The research location was chosen purposively because the school has implemented the Love-Based Curriculum as part of strengthening the school's culture and developing students' character. The research data consisted of primary and secondary data. Primary data were obtained through observation, in-depth interviews, and documentation, while secondary data came from institutional documents, learning tools, implementation guidelines for the Love-Based Curriculum, and other supporting documents. Research informants were selected using the technique *purposive sampling*, namely based on roles, experiences, and involvement in the implementation of the Love-Based Curriculum. Research informants are presented in Table 1.

Table 1. Research Informants

No.	Informant	Amount
1	Principal of Madrasah (P1)	1
2	Teachers/Guardians (G1-G3)	3
3	Guidance and Counseling Teacher (BK1)	1
4	Students (S1-S12)	5
Total		10

Based on Table 1, the number of informants in this study was 10 people selected using purposive sampling technique based on their roles, experiences, and involvement in the implementation of the Love-Based Curriculum at Madrasah Ibtidaiyah Negeri 2 Gorontalo Regency. The informants consisted of 1 madrasah principal as the person in charge of the policy and implementation of the Love-Based Curriculum, 3 teachers/homeroom teachers who were directly involved in the planning, implementation, and evaluation of love-based learning, 1 Guidance and Counseling teacher who played a role in character development and mentoring students, and 5 students selected from several grade levels to provide information regarding the learning experience and internalization of the Panca Cinta values during the learning process.

2.2 Data Collection

Data collection was conducted using three techniques. First, observation was used to directly observe the planning, implementation, supervision, and evaluation of love-based learning in the madrasah environment. Second, semi-structured interviews were conducted with the madrasah principal, teachers, guidance and counseling teachers, homeroom teachers, and students to obtain information regarding the implementation of the Love-Based Curriculum, supporting factors, and inhibiting factors. Third, documentation was conducted through a review of learning materials, teaching modules, madrasah programs, activity photos, and other supporting documents.

2.3 Data Analysis

Data analysis refers to Miles et al. (1996) interactive analysis model, which includes data condensation, data presentation, and drawing and verifying conclusions. In the initial stage, open coding was conducted, identifying and coding data from interviews, observations, and documentation based on the research focus. Initial codes were obtained from informants' statements

related to learning planning, organization, implementation, supervision, and evaluation of learning, implementation of the Panca Cinta values, principal leadership, madrasa culture, supporting factors, and inhibiting factors. Next, axial coding was conducted by connecting related codes to form broader categories. At this stage, categories such as learning management functions, implementation of the Panca Cinta values, principal leadership, madrasa culture, supporting factors, and inhibiting factors were analyzed to see the relationships between categories in the implementation of the Love-Based Curriculum. The next stage is theme development, which involves compiling key themes based on established categories to gain a comprehensive understanding of the implementation of the Love-Based Curriculum learning management. These themes are then interpreted to explain how the Panca Cinta values are integrated into learning management functions and how leadership, madrasah culture, supporting factors, and inhibiting factors influence the successful implementation of the Love-Based Curriculum. To ensure data validity, the study employed source triangulation, technical triangulation, time triangulation, and member checking. Source triangulation was conducted by comparing information from the principal, teachers/homeroom teachers, guidance and counseling teachers, and students. Technical triangulation was conducted by matching the results of observations, interviews, and documentation, while time triangulation was conducted by collecting data at different times to ensure consistency of information. In addition, member checking was conducted with several informants to ensure the conformity of the interpretation results with the actual conditions, thereby increasing the credibility, dependability, confirmability, and transferability of the research results (Pattipeiluhu et al., 2026; Rachman et al., 2025; Dewi, 2025).

3. RESULTS AND DISCUSSION

The results of the study indicate that the implementation of the Love-Based Curriculum learning management at Madrasah Ibtidaiyah Negeri 2 Gorontalo Regency is carried out through the functions of planning, organizing, implementing, monitoring, and evaluating which mutually support each other in integrating the values of Panca Cinta into the learning process. These values include love for Allah SWT, fellow human beings, the environment, the nation, and oneself which are internalized through learning activities, habits, and madrasah culture. The study also found that the successful implementation of the Love-Based Curriculum is influenced by the synergy between the leadership of the madrasah principal, teacher commitment, madrasah culture, and parental support. On the other hand, differences in teacher understanding, limited learning time, and suboptimal parental involvement still pose challenges in strengthening the internalization of the Panca Cinta values in a sustainable manner.

3.1 Love-Based Curriculum Learning Management

The results of the study indicate that the learning management of the Love-Based Curriculum at Madrasah Ibtidaiyah Negeri 2 Gorontalo Regency is implemented through five management functions, namely planning, organizing, implementing, controlling, and evaluating. These five functions are not only directed at supporting the achievement of learning objectives, but also integrating the values of Panca Cinta, which include love for Allah SWT, fellow human beings, the environment, the nation, and oneself, into the entire learning process. The research findings also show that the implementation of the Panca Cinta values is supported by the leadership of the madrasah principal, teacher collaboration, and a madrasah culture that is built sustainably.

Table 2. Coding Results for Love-Based Curriculum Learning Management

Open Coding	Axial Coding	Theme	Evidence
Compilation of teaching modules that integrate the values of Panca Cinta	Learning planning	Planning	Teachers develop learning tools that integrate the values of compassion and character building.

Division of teacher tasks according to competency	Organizing learning	Organizing	The head of the madrasa determines the division of tasks and coordinates the implementation of KBC.
Teachers build learning that is full of love and role models	Implementation of the values of Panca Cinta	Actuating	Teachers apply the values of compassion, empathy, and appreciation to students.
Learning supervision and character monitoring	Implementation monitoring	Controlling	Supervision is carried out by the head of the madrasa and monitoring of the character development of students.
Evaluation of learning outcomes and character development	Assessment of KBC implementation	Evaluating	Evaluation is carried out on academic aspects as well as the character development of students.

The planning stage shows that teachers have integrated the values of Panca Cinta into learning materials through the development of teaching modules, learning objectives, learning strategies, and classroom habituation activities. This planning serves as a guideline for implementing learning, ensuring that character building is integrated with academic competency achievement (Abdullah et al., 2026; Anisa et al., 2026). This is reinforced by the statement of the madrasah principal, who stated: "Planning for the implementation of the Love-Based Curriculum begins with the development of learning materials. Teachers are directed to integrate the values of Panca Cinta into every learning activity so that character building becomes part of the learning objectives." (P1). The findings show that the planning process has integrated academic dimensions and character building through internalization of the Panca Cinta values. During the organizational stage, the principal assigns tasks to teachers based on their respective competencies and responsibilities. Implementing the Love-Based Curriculum is not solely the principal's responsibility but involves all teachers through coordination, internal training, and role allocation in learning activities (Ainullah et al., 2025; Laili, 2024). One teacher stated: "We were given direction and responsibility in our respective fields to integrate the values of Panca Cinta into our learning. Collaboration between classroom teachers, subject teachers, and the madrasah was very helpful in creating a learning environment that supports the implementation of a love-based curriculum." (G1). The class teacher also explained that the training was carried out in stages through a knowledge sharing mechanism (sharing knowledge) from teachers who have attended training to other teachers.

Learning is carried out through humanistic interactions between teachers and students. Teachers serve not only as transmitters of material but also as guides and role models in instilling the values of compassion, empathy, tolerance, and caring in students. One teacher said: "The implementation of love-based learning in our madrasah is realized through affectionate interactions between teachers and students. Teachers act as educators and mentors, providing attention, appreciation, and motivation to each student regardless of their background." (G2) Observational findings show that the values of Panca Cinta are also implemented through habituation activities such as greetings, praying together, cooperation between students, maintaining environmental cleanliness, and respect for others. Supervision is carried out by the madrasah principal through academic supervision, observation of the learning process, and regular coordination with teachers. Supervision is oriented not only towards achieving learning targets but also towards developing students' character in accordance with the Panca Cinta values. Continuous evaluation of student learning outcomes and character development is conducted. Assessments focus not only on cognitive aspects but also include attitudes, behaviors, and the application of the Panca Cinta values in daily life. The conclusion of this study shows that the implementation of the Love-Based Curriculum learning management has been carried out systematically through five management functions. The integration of the Panca Cinta values in each stage of learning shows that the management functions not only support the effectiveness of the learning process but also serve as a

means of internalizing student character in accordance with the objectives of the Love-Based Curriculum.

3.2 Supporting Factors for the Implementation of a Love-Based Curriculum

The research results show that the implementation of the Love-Based Curriculum at Madrasah Ibtidaiyah Negeri 2 Gorontalo Regency is supported by several interrelated factors, namely the leadership of the madrasah principal, teacher commitment, madrasah culture, collaboration with parents, and the availability of learning support facilities and infrastructure. These five factors contribute to creating a learning environment that supports the sustainable internalization of the Panca Cinta values. The leadership of the madrasah principal is a key factor supporting the implementation of the Love-Based Curriculum. The madrasah principal plays a role not only in establishing policy but also in providing guidance, supervision, and motivation to teachers so that the values of Panca Cinta can be consistently applied in the learning process. In addition to the madrasah principal's leadership, teacher commitment is a crucial supporting factor. Teachers strive to integrate the values of Panca Cinta into learning activities through role models, humanistic communication, and fostering attitudes of mutual respect and care among students. One teacher said: "We strive to be role models for our students. Before delivering material, we make it a habit to greet them, provide motivation, and teach them mutual respect so that the children become accustomed to applying the value of compassion in their daily lives." (G3). The study also found that madrasa culture is a factor that strengthens the implementation of the Love-Based Curriculum. This culture is manifested through various habituation activities, such as greeting, praying together, maintaining a clean environment, respecting teachers and friends, and building harmonious relationships within the madrasa environment. Another supporting factor is collaboration between the madrasa and parents. Continuous communication helps align the habituation of the Panca Cinta values in schools with the family environment, so that character formation of students occurs more consistently. Furthermore, the availability of facilities and infrastructure, such as learning tools, learning media, and a conducive madrasa environment, also supports the implementation of the Love-Based Curriculum. These facilities provide space for teachers to carry out more active, humanistic learning, and oriented towards character development of students. The implementation of the Love-Based Curriculum is influenced not only by the learning management process, but also by the synergy between the leadership of the madrasah principal, teacher commitment, madrasah culture, collaboration with parents, and support from facilities and infrastructure. These factors complement each other in creating a learning environment that supports the sustainable internalization of the Panca Cinta values.

3.3 Factors Inhibiting the Implementation of a Love-Based Curriculum

The results of the study indicate that the implementation of the Love-Based Curriculum at Madrasah Ibtidaiyah Negeri 2 Gorontalo Regency still faces several obstacles that affect the optimization of the internalization of the Panca Cinta values in the learning process. These factors include differences in teachers' understanding of the implementation of the Love-Based Curriculum, limited learning time, less than optimal parental involvement, and differences in student characteristics. Although these obstacles have not disrupted the overall implementation of learning, they are challenges that require attention so that the implementation of the Love-Based Curriculum can take place more effectively and sustainably. Differences in teachers' understanding of the implementation of the Love-Based Curriculum are one of the obstacles to its implementation. Although all teachers have received guidance from the principal, their level of understanding and ability to integrate the values of Panca Cinta into the learning process still varies (Nada & Listiana, 2025; Nurhayati, 2025). Research also found that parental involvement has not been fully optimal in strengthening the habituation of the values of Panca Cinta in the family environment. Several informants stated that some students still exhibit different behaviors between school and home,

requiring more intensive communication and cooperation between the madrasah and parents. This was conveyed by a Guidance and Counseling Teacher: "Character development will be more optimal if the habits developed at the madrasah receive the same support from parents at home." (BK1). Another obstacle is the differences in student characteristics. Each student has a different background, abilities, and level of acceptance of the Panca Cinta values, requiring teachers to implement a more flexible and individualized learning approach. The inhibiting factors for the implementation of the Love-Based Curriculum stem not only from the technical aspects of learning but are also influenced by human resource readiness, family support, and student characteristics. These findings indicate that successful implementation of the Love-Based Curriculum requires strengthening teacher capacity, increasing collaboration between madrasahs and parents, and adapting learning strategies tailored to student needs.

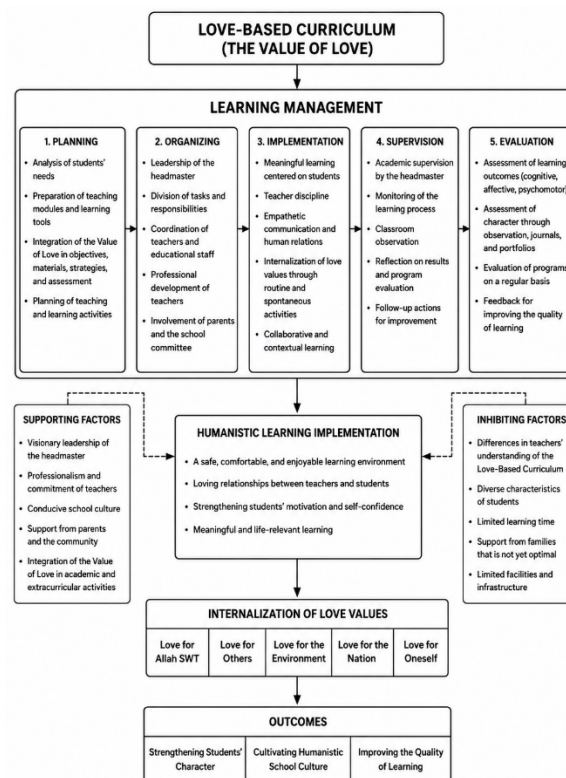


Figure 1. Conceptual Model of Love-Based Curriculum Learning Management at Madrasah Ibtidaiyah Negeri 2 Gorontalo Regency

The implementation of the Love-Based Curriculum at Madrasah Ibtidaiyah Negeri 2 Gorontalo Regency shows that the functions of planning, organizing, implementing, monitoring, and evaluating have been integrated with the values of Panca Cinta throughout the learning process. This indicates that the management function is not only oriented towards learning effectiveness, but also serves as a means of systematic internalization of character values. This finding strengthens George R. Terry's management theory that organizational success is determined by the integration of the functions of planning, organizing, actuating, and controlling (Terry, 2016). However, this study shows that in the context of Islamic education, these functions serve as a mechanism to integrate the values of Panca Cinta into learning so that character formation becomes an integral part of the educational process. The results of this study are in line with Maharani et al. (2025) and Nst & Al-Husna (2025) who stated that the Love-Based Curriculum is able to create more humanistic learning and strengthen students' character. However, unlike previous studies that focused more on the implementation of love values in certain subjects, this study shows that the successful implementation of the Love-Based Curriculum is influenced by the integration of learning

management functions at each stage of its management. These findings imply that the implementation of the Love-Based Curriculum requires integrated learning management with the support of the madrasah principal's leadership, teacher commitment, and madrasah culture. Theoretically, this study enriches the study of Islamic education management by emphasizing that the learning management function can be an instrument in internalizing the values of Panca Cinta in a sustainable manner (Ansari & Nurjaman, 2025). The leadership of the madrasah principal, teacher commitment, madrasah culture, collaboration with parents, and support for facilities and infrastructure are key factors supporting the implementation of the Love-Based Curriculum. These factors form a learning ecosystem that supports the sustainable internalization of the Panca Cinta values.

These findings align with educational leadership theory, which emphasizes the importance of leaders in building organizational culture and mobilizing all educational resources. The study's findings also support Akib et al. (2025) findings, but expand on previous findings by demonstrating that the successful implementation of the Love-Based Curriculum is influenced not only by the learning process but also by the synergy between leadership, madrasah culture, teacher commitment, and parental involvement. These findings indicate that strengthening collaboration among all members of the madrasah community is key to successful curriculum implementation. This study found that differences in teacher understanding, limited learning time, suboptimal parental involvement, and student characteristics were factors hindering the implementation of the Love-Based Curriculum. These obstacles indicate that successful implementation is more influenced by the readiness of human resources than the availability of facilities. Unlike previous studies that identified limited facilities as the primary obstacle, this study found that facilities were adequate, so the main challenges lay in strengthening teacher competency and collaborating with parents. Therefore, implementing the Love-Based Curriculum requires ongoing teacher training, more intensive communication with families, and adaptive learning strategies to ensure optimal internalization of the Panca Cinta values.

4. CONCLUSION

This study concludes that the implementation of the Love-Based Curriculum at Madrasah Ibtidaiyah Negeri 2 Gorontalo Regency has been carried out through planning, organizing, implementing, monitoring, and evaluating functions integrated with the Panca Cinta values. The successful implementation is supported by the leadership of the madrasah principal, teacher commitment, madrasah culture, collaboration with parents, and support for learning facilities. Meanwhile, differences in teacher understanding, limited learning time, and less than optimal parental involvement are factors that still need to be strengthened so that the internalization of the Panca Cinta values can take place more effectively. Theoretically, this research enriches the study of Islamic education management by demonstrating the relationship between the learning management function, the implementation of the Panca Cinta values, and the supporting and inhibiting factors in implementing character-based learning in madrasahs. Practically, the research findings can serve as a reference for madrasah principals and teachers in developing learning management strategies that integrate the Panca Cinta values through strengthening leadership, madrasah culture, and partnerships with parents. This study has limitations because it was conducted at a single madrasah using a qualitative approach. Therefore, the findings reflect the local context and cannot be generalized to all madrasahs. Furthermore, this study did not quantitatively measure the impact of the Love-Based Curriculum implementation on student character development. Therefore, further research is recommended to involve more madrasahs at various educational levels and in different regions, and to use a mixed methods or quantitative approach to examine the relationship between learning management, the implementation of the Panca Cinta values, and student character development.

Further research could also develop an evaluation instrument for the implementation of the Love-Based Curriculum as a basis for policy development and improving the quality of Islamic education.

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