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### The Importance of Educational Psychology in Islamic Education Management

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#### ABSTRACT

*Psychology is a science that studies the soul, therefore psychology is closely related to education and has an important role in educational management. This research aims to analyze and describe the importance of educational psychology in Islamic education management. The approach in this research uses a literature study approach. In this study there was no research location, because all data was taken from journals, books and scientific proceedings. The object of this research is the importance of educational psychology in the management of Islamic education, as for data collection techniques using documentation, and data analysis techniques through data reduction, data presentation and drawing conclusions. The results of this research can be described that psychology is a science that studies human behavior, psychology has its roots in the philosophy of science starting from the time of Aristotle as a science of the soul, while educational psychology is a scientific discipline that studies human behavior in the world of education. Next, Islamic education management in practice is implementing the principles and functions of management in Islamic education institutions. The importance of educational psychology is to provide recipes on how to manage Islamic education successfully.*

**Keywords:** Psychology, Education, Management.

#### ABSTRAK

*Psikologi adalah ilmu yang mempelajari tentang jiwa, oleh karenanya psikologi erat kaitannya dengan pendidikan dan memiliki peran penting dalam manajemen pendidikan. Penelitian ini bertujuan untuk menganalisis dan mendeskripsikan pentingnya psikologi pendidikan dalam manajemen pendidikan islam. Pendekatan dalam penelitian ini menggunakan pendekatan studi kepustakaan. Pada penelitian ini tidak terdapat lokasi penelitian, karena seluruh data diambil dari jurnal, buku, dan proseding ilmiah. Objek pada penelitian ini adalah pentingnya psikologi pendidikan dalam manajemen pendidikan islam, adapun teknik pengumpulan data menggunakan dokumentasi, dan teknik analisis data melalui reduksi data, penyajian data dan penarikan kesimpulan. Hasil penelitian ini dapat dideskripsikan bahwa psikologi adalah ilmu yang mempelajari tingkah laku manusia, psikologi berakar pada filsafat ilmu dimulai sejak zaman Aristoteles sebagai ilmu jiwa, sedangkan psikologi pendidikan adalah suatu disiplin ilmu yang mengkaji tentang perilaku manusia yang berada dalam dunia pendidikan. Berikutnya manajemen pendidikan Islam pada praktiknya adalah melaksanakan prinsip dan fungsi-fungsi manajemen di lembaga pendidikan Islam. Pentingnya psikologi pendidikan untuk memberikan resep tentang bagaimana manajemen pendidikan islam agar berhasil.*

**Kata Kunci:** Psikologi, Pendidikan, Manajemen.

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## INTRODUCTION

Islamic education management is a management activity carried out with Islamic values. As Zaedun Na'am et al. said, explaining Islamic education management cannot be separated from the term education management, because explanations in various references about Islamic education management always refer to discussions of education management in general (Zaedun et al., 2021). Islamic Education Management as an applied science applied in Islamic educational institutions (M. Imam & Noor, 2017). Islamic education management is intended as management practice in Islamic educational institutions, and Islamic education management is intended as a concept or thought about educational management in Islam (M. Imam & Noor, 2017).

Management consists of planning, organizing, staffing, directing, and controlling. Planning means choosing a course of action. Organizing means arranging work to carry out plans. Staffing means owning and allocating work to the people who will carry it out. Directing means demanding purposeful action on the job. Controlling means plans are implemented and completed (Rusmini, 2017).

Management psychology is essentially an integral part of management science. Management as a system contains input, process and output components, each of which cannot be separated from the involvement of human factors, in fact the success of management itself is very dependent on the effective and successful use of human behavioral elements. use (Rusmini, 2017). Management psychology is concerned with humans as the key to management, therefore it is closely related to efforts to develop human resources as development forces. Human quality needs to be improved, and that quality really depends on developing human potential according to needs (Rusmini, 2017).

This mindset certainly colors management studies, because the quality of managers and subordinates as well as the people involved in the management process must also be improved, so that overall the quality of all elements of manpower as part of the humanitarian system needs to be developed as a vital resource (Rusmini, 2017). Management Psychology is a study of human behavior involved in the management process in order to carry out management functions to achieve predetermined goals (Rusmini, 2017). The focus of management psychology studies is human behavior that plays a role in the management system and is involved in implementing the management process (Rusmini, 2017). Based on the description above, the researcher wants to know more about the importance of educational psychology in Islamic education management, with the aim of analyzing and describing educational psychology and educational management, as well as the importance of educational psychology for Islamic education management.

## METHOD

This research uses a literature study approach. Library research is a search and research method using reading and reviewing various journals, books and various other published manuscripts related to research topics in producing an

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article related to a research topic. In this study there was no research location, because all data was taken from journals, books and scientific proceedings. The object of this research is the importance of educational psychology in the management of Islamic education, with data collection techniques using documentation, and data analysis techniques using data reduction, data presentation and drawing conclusions.

## RESULTS AND DISCUSSION

The results of this research relating to the importance of educational psychology in the management of Islamic education, researchers can present as follows:

### 1. Understanding Psychology

Psychology comes from the word Psyche which means soul and the word logos which means knowledge or knowledge. Because of this, the word psychology is often interpreted or translated as the science of the soul or abbreviated as the science of the soul (A. H. Imam, 2017). In another expression explaining psychology, it comes from English, known as psychology, which has its roots in two Greek words, namely psyche, which means soul, and logos, which means science. So psychology literally means the science of the soul. Woodworth, quoted by Ahmad Qusairi, Nur Hanifansyah, provides the following limitations on psychology: psychology can be defined as the science of the activities of the individual (psychology is the science that studies human behavior). Psychology is a field of science and applied science that studies human behavior, mental functions and mental processes through scientific procedures (Ahmad & Nur, 2022).

Psychology is the science that studies the behavior of living organisms, especially human behavior. Psychology is the scientific study of the behavior of living organisms, with special attention given to human behavior. Psychology is an applied science that studies human behavior and scientific mental functions. Psychologists (psychologists) try to study the role of mental function in individual and group behavior, as well as learn about the physiological and neurobiological processes that underlie behavior (Nur et al., 2017).

Psychology was formulated by Purwanto, quoted by Ahmad Qusairi, Nur Hanifansyah, as follows: material objects are objects that are viewed as a whole. Meanwhile, formal objects are objects that are viewed according to which aspects are important in investigating the object of psychological study. So from the basic understanding above, it can be understood that what is studied in psychology is human characteristics/behavior which includes interactions between oneself and the surroundings (Ahmad & Nur, 2022).

The importance of educational psychology can also be understood from the fact that humans are born without carrying any knowledge in educational language, called postnatal (potential but not yet able to function). Then they experience stages of development towards maturity, both intellectually mature and psychologically mature, meaning that humans are able to function their five senses and then become aware of their existence to carry out the mandate and tasks of life

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(Asrori, 2020). Arthur P. Cholandarci, quoted by Asrori, explained that the relevance in the life of educational psychology partly depends on the formulation of the meaning of education itself because it concerns educational processes, institutions and events. Educational psychology provides recipes for how education can be successful (Asrori, 2020).

## 2. History of Psychology

As a part of science, psychology has gone through a long journey. The concept of psychology can be traced back to Ancient Greece. Psychology has its roots in the philosophy of science starting from the time of Aristotle as the science of the soul, which is the science of life force (*lebens beginsel*). Aristotle saw psychology as a science that studies the phenomena of life. The soul is the element of life (*anima*), so every living creature has a soul. It can be said that the history of psychology paralleled European intellectual development and took on a pragmatic form in America.

### a. Psychology as a science

Although there have always been thoughts on the study of humans in the period along with their thoughts on the study of nature, but because of the complexity and dynamics of humans to understand, psychology has only been established as a science since the 1800s when Wilhelm Wundt founded the world's first psychology laboratory. Wundt in 1879 founded the first psychology laboratory at the University of Leipzig, Germany. Marked by the establishment of this laboratory, scientific methods to better understand people were discovered, although not very adequate. with the establishment of this laboratory also played a role, psychological conditions became a science, so that Wundt's founding was recognized as a laboratory as well as the date of the founding of psychology as a science.

Carl Gustav Jung, a psychoanalyst from Switzerland, was a scholar who devoted much of his attention to investigating the literal meaning of the word psychology. Jung tried to find the meaning of the word *psyche* and the meaning of other nearby words, for example, Jung was interested in the word *anemos* in Greek meaning wind, while in Latin the words *animus* and *anima*, respectively meaning soul and life. In Arabic, Jung got the word *ruh* which means soul, life or wind. Jung suspected that there was a relationship between what animates and what breathes (wind). So psychology is the science of animate things.

Psychology is the assumption that the soul is always expressed through the body or body. By studying the expressions that appear on a person's body, people will be able to determine the state of the person's soul. Talking about the soul, one must first distinguish between the soul and the soul. Life is a physical force whose existence depends on physical life and gives rise to bodily actions (organic behavior), namely actions caused by the learning process. For example, instinct, reflex, and lust. If the body dies, the soul dies too. Meanwhile, the soul is an abstract spiritual life force, which is the driving force and regulator of personal behavior of higher animals and humans. Personal actions are actions as a result of a

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learning process that are made possible by physical, spiritual, social and environmental conditions.

Because of its abstract nature, a person cannot know the soul naturally, but can only know its symptoms. The soul is something that is invisible, cannot be seen by the senses. Likewise, the nature of the soul, no one can know. Humans can know someone's soul just by their behavior. Behavior is a reality of the soul that can be experienced from the outside. These statements are called mental symptoms, including: observing, responding, remembering, and thinking. From that, people made a definition, the science of the soul (psychology), namely the science that studies human behavior in relation to its environment.

b. Object of psychological discussion

The object of mental science (psychology) is the soul. The soul is abstract, it cannot be seen, heard, tasted, smelled, or touched with the five senses. For this reason, at first it was shrouded in secrets and supernatural questions, which the experts of that time explained and answered with philosophical and metaphysical views and reviews. In terms of objects, Saleh and Wahab divide psychology into three parts, namely: (1) Metaphysical Psychology, meta meaning behind, outside; and physics means real nature. Things that become objects are things that concern the origin of the soul, the form of the soul, the final outcome of something that does not have a real form and is not investigated by ordinary natural science or physics. That's why it's called metaphysical psychology. Metaphysical psychology seeks to investigate the human soul. The human soul is abstract, meaning it cannot be seen with the eye, but can be known by behavior. (2) Empirical Psychology, Empirical has the meaning of experience. Several centuries later, experts (for example Descartes) prioritized ratio. Descartes stated that true knowledge of the soul can only be obtained by thinking, not by experience and experimentation. Influenced by the flow of rationalism, experts investigated and described mental processes and mental symptoms. In contrast to the flow of rationalism, the flow of empiricism emerged, pioneered by Bacon and John Locke. According to these empiricists, mental science cannot be based on or explained by philosophy or theology, but must be based on experience. All events are observed, collected and from the results of these real observations a conclusion is drawn. So Bacon is considered the father of the inductive method. Locke in this case states that the soul is like pure white paper that can be painted with experience. Because this psychology studies real and positive mental symptoms, this psychology is called positive psychology. To obtain materials, empirical psychology sometimes uses trials or experiments, so empirical psychology is also called experimental psychology (3) Behaviorism Psychology, Behavior means behavior. According to behaviorism, psychology is knowledge that studies human behavior. This flow emerged in the 20th century, pioneered by Mac Dougal. Behaviorism does not want to investigate consciousness and psychic events, because these things are abstract, cannot be seen so they cannot be examined and believed. Therefore, experts in this school adhere to the principles: (a) the object of psychology is behavior, namely real external movements or human reactions to certain stimuli; and (b) the behavioral element is



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a reflex, namely an unconscious reaction to stimuli from outside the body, so this psychology is known as behaviorism (Nur et al., 2017).

### 3. Educational Psychology

Educational psychology tends to discuss individual behavior and habits based on mental experience for survival (Opan Arifudin, Rudy Hidana, Andre Julius et al., 2020). Educational psychology is a branch of psychology in its analysis and research that places more emphasis on issues of growth and development, both physical and mental, which are closely related to educational issues, especially those that influence the learning process and success (Asrori, 2020). In another expression, educational psychology is a scientific discipline that studies and develops knowledge about human behavior in the world of education so that educators and students experience a meaningful and beneficial learning process so that learning goals are achieved effectively in life (Anwar et al., 2022). Educational psychology is something that is very important to know and even be controlled by all parties who have connections and responsibilities in the implementation of education, whether they act as planners and policy makers (government), implementers, controllers or users of educational products themselves (Opan Arifudin, Rudy Hidana, Andre Julius et al., 2020).

According to Syah, quoted by Nur Hidayah et al, the definition of educational psychology is a psychological discipline that investigates psychological problems that occur in the world of education. Educational Psychology is a science that is more principled in the teaching process which is involved with discoveries and applying principles and methods to increase efficiency in education (Nur et al., 2017). According to Sekarebu, quoted by Yansen Alberth Reba, Hara Permana, and Sulistianingsih, educational psychology is defined as a science that looks at human mental or psychological problems. Educational psychology can certainly make a good contribution to the world of education in order to achieve the expected educational plans and goals. Moreover, a teaching staff is fully required to carry out their duties and responsibilities in teaching with satisfactory results. However, sometimes the problem and challenge for teaching staff is understanding each unique individual characteristic (Yansen et al., 2023). Meanwhile, according to Witherington, quoted by Nurhidayah et al., educational psychology is a systematic study of the processes and factors related to human education (Nur et al., 2017). Tardif in Nur Hidayah states that the definition of educational psychology is a field of study that is related to the application of knowledge about human behavior to educational efforts (Nur et al., 2017).

Educational psychology is a knowledge based on psychological research that provides a series of resources to help teachers carry out tasks in the teaching and learning process effectively. Educational psychology is a field of study that deals with the application of knowledge about human behavior to educational endeavors. Educational psychology as a systematic study of processes and factors involved in the education of human being. Educational psychology is a systematic study of the processes and factors related to human education (Nur et al., 2017). Syah quoted by Nur Hidayah et al, educational psychology is useful in terms of; (1)

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application of learning principles in the classroom; (2) curriculum development and renewal; (3) examination and evaluation of talents and abilities; (4) socialization of processes and the interaction of these processes with the utilization of the cognitive domain; and (5) implementation of teacher education. Educational psychology is a psychological discipline that occurs in the world of education (Nur et al., 2017).

#### **4. Management of Islamic Education**

Islamic education management is the art and science of managing educational resources to create an atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation and country (M. Imam & Noor, 2017). Islamic education management is the process of utilizing Muslim resources carried out with effective and productive cooperation in order to achieve prosperity in life, both in this world and in the afterlife (Yuspiani, 2023). Islamic education management in the sense of management practiced in Islamic educational institutions in practice is implementing the principles and functions of management in Islamic educational institutions. Management practices that developed and were commonly carried out in general-secular organizations were borrowed and adopted and then applied in Islamic educational institutions. The word "Islam" in this kind of management practice is the institution/organization and spirit, the Islamic values that animate organizational activities (M. Imam & Noor, 2017).

The object of study of Islamic education management consists of three aspects: First, what are the sets of activities that form the management construct, starting from planning, organizing, actuating to controlling. The two systemic components that definitely exist in educational phenomena, starting from input, output, outcome, learning process, learning facilities and infrastructure, environment, teachers, curriculum, supporting personnel, teaching materials, evaluation community. The three empirical facts are labeled Islamic (education), with specificities such as values that develop within Islamic educational institutions such as sincerity, barokah, tawadu, istiqomah, ijihad and so on (Yuspiani, 2023).

According to Zaedun Na'im quoted by Yuspiani, Islamic education management can be understood as a management process in an Islamic educational institution that involves supporting elements in instilling the values of Islamic teachings so that a desired goal is achieved effectively and efficiently. From the explanation above, it suggests that in Islamic education management science there are formal objects and material objects (Yuspiani, 2023). Apart from that, Irawan's statement quoted by Yuspiani stated that the formal object of Islamic education management science is management science, for example Frederick Winslow Taylor, as a science, the formal approach used is scientific research in the field of management, while the material object is Islamic educational institutions or organizations, whether formal, non-formal and informal, for example Islamic boarding schools, Madrasas and so on (Yuspiani, 2023). Meanwhile, Ruhaya's statement, quoted by Yuspiani, states that the concept of management, when translated into learning, can be interpreted as efforts or instructional actions in

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educational institutions and teaching staff as human resources who can develop the potential of human resources. The term human resources can be seen from two sides, namely as teachers, ustadz, mentors and others, while on the other hand they can be called students (Yuspiani, 2023). Imam Machali and Noor Hamid revealed that there are two meanings of Islamic education management, firstly, Islamic education management is intended as management practice in Islamic educational institutions, and secondly, Islamic education management is intended as a concept or thought about educational management in Islam (M. Imam & Noor, 2017).

The first understanding of Islamic Education Management is as applied science which is applied in Islamic educational institutions. The word "Islam" here means educational institutions/organizations founded by Muslims. Islamic educational institutions here generally refer to two purposes, namely first, educational institutions under the management, guidance, coordination or responsibility of religious social organizations. In this case, almost every socio-religious organization in Indonesia manages and develops education in accordance with the direction and objectives of the organization's struggle, including Nahdlatul Ulama (NU), Muhammadiyah, Persis (Islamic Association), Mathlaul Anwar (MA), Islamic Tarbiyah Association (Perti), Al Washliyah, and others. Both educational institutions were founded and dedicated to the development and implementation of teaching and learning based on Islamic ideology and spirit. This kind of educational institution is generally managed under the umbrella of the Islamic Education Foundation (YPI), which stands alone and is not affiliated with mainstream religious social institutions such as NU and Muhammadiyah (M. Imam & Noor, 2017).

The second meaning is Islamic education management as a concept or thought about education management in Islam. Islamic education management in this sense can be classified as a pure science discipline. The problem then becomes a bit complicated when the management of Islamic education in the social sciences-Humanities group was not yet known and had not yet gained a foothold. Serious effort and thought is still needed to establish Islamic Education Management into an independent group of Social Sciences and Humanities (M. Imam & Noor, 2017).

Islamic Education Management as a Science is generally included in the Social Sciences group, and is positioned as a derivative of the science of Public Administration/Management which includes education management, and "Islamic Education Management (M. Imam & Noor, 2017). A practice that often occurs in discussions of Islamic education management concepts is efforts to "Islamize" management in Islam. Namely efforts to justify theories, principles and management concepts in general into Islamic principles and teachings which are based on sources of Islamic law and life guidelines (Al-Qur'an, Hadith, Ijma, Qiyas, etc.). There is still a long way to go, and serious thought in efforts to position Islamic education management in a solid scientific discipline, not just labeling Islamic principles in established management science (M. Imam & Noor, 2017).



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Islamic education management is called an art because management practices always intersect, relate and synergize with people both individually and in groups with the aim of working together and moving them according to their respective roles and functions. In this case, Islamic education management is the art of moving people to achieve set goals. Meanwhile, Islamic education management as a science shows a systematic effort of applied science disciplines in understanding why and how humans work together to achieve goals, and making this system of cooperation beneficial for humanity. Systematic efforts in Islamic education management are realized in management functions: planning, organizing, actuating, and controlling/evaluating (M. Imam & Noor, 2017).

Islamic education management is the entire process of joint activities in Islamic educational institutions by utilizing all existing resources, which are managed to achieve the goals of Islamic education effectively (do the right things - do the right work), efficiently (do things right - do the work correctly). ), and productive. Resources in the context of Islamic education management are in the form of people (students, educators and educational staff), money (costs/funding), materials (materials: curriculum, information), methods (methods, techniques, strategies), machines (facilities and infrastructure) , market (graduates, graduate users/users), and minutes (time) (M. Imam & Noor, 2017). Thus, Islamic education management is basically an application of the principles of educational management in general, so that Islamic education management has its own characteristics in terms of objectives, processes and orientation. Based on its objectives, the management of Islamic education always leads to the objectives of Islamic education, namely the development of nature and the actualization of students' potential as caliphs towards the perfection of life or human beings. Based on the process, Islamic education management must be based on a theological-educative spirit and spirit relating to human benefit which is not solely based on the principles of effectiveness, efficiency and productivity, but must also be based on educational principles. Based on its orientation, Islamic education management is oriented or focused on students who are fitrah and rich in potential (student center learning) (M. Imam & Noor, 2017).

The management function of Islamic education continues to follow the principles of management science, namely with four existing components, namely planning, organizing, actuating and controlling. At the level of results, the two are not related, because the responsibility for learning outcomes lies in the hands of educators or teaching staff (Yuspiani, 2023). Apart from that, Ahmad Qusairi and Nur Hanifansyah revealed 4 management functions, namely; (1) Planning (Planning) is a process that involves efforts made to anticipate future trends and determine appropriate strategies and tactics to realize organizational targets and goals, (2) Organizing (Organizing) is a process that concerns how strategies and The tactics that have been formulated in the plan are designed within an appropriate and strong organizational structure, conducive organizational system and environment, and can ensure that all parties in the organization can work effectively and efficiently to achieve organizational goals, (3) Directing and

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implementation (Directing). / Actuating) is the process of implementing a program so that it can be carried out by all parties in the organization as well as a motivating process so that all parties can carry out their responsibilities and with full awareness and high productivity, (4) Supervision and control (Controlling) is a process carried out to ensure that the entire series of activities that have been planned, organized and implemented can run according to the expected targets even though various changes occur in the business world environment faced (Ahmad & Nur, 2022).

### **Discussion**

Educational psychology is human behavior in the world of education, where the scope of education cannot be separated from management activities consisting of planning, organizing, directing and supervising. For this reason, educational psychology is very important in the management of Islamic education, with educational psychology it will be able to provide solutions to organizational problems.

This is in line with Asrosi's statement that it is important for educational psychology to understand that humans are born without carrying any knowledge in the language of education which is called postnatal (potential but not yet able to function). This means that managers of educational institutions, both leaders and members of organizations, are people who have the potential to carry out management functions, but tend not to be able to function them well. On this basis, educational psychology is present to provide solutions in resolving problems faced by managers of educational institutions. achieve organizational goals. The management function in the expressions of Ahmad Qusairi and Nur Hanifansyah explains that the management function consists of planning, organizing, directing and controlling.

Asrori further explained that after postnatal life, people then experience stages of development towards maturity, both intellectually mature and psychologically mature, meaning that humans are able to function their five senses and then become aware of their existence to carry out the mandate and tasks of life. So by being aware of your existence to carry out the mandate and duties of an educational institution, you can provide encouragement to work responsibly.

Asrori continued, citing the opinion of Arthur P. Cholondarci, explaining that the relevance in the life of educational psychology partly depends on the formulation of the meaning of education itself because it concerns educational processes, institutions and events. Educational psychology provides recipes for how education can be successful. This means that educational psychology plays an important role in providing solutions and resolving problems faced by managers of educational institutions, so that educational psychology is important in providing recipes on how to manage education successfully.

### **CONCLUSION**

The conclusion in this research relating to the importance of educational psychology in the management of Islamic education can be explained that psychology is a science that studies human behavior, psychology is rooted in the

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philosophy of science starting from the time of Aristotle as a science of the soul, while educational psychology is a scientific discipline that studies human behavior who are in the world of education. Next, Islamic education management in practice is implementing the principles and functions of management in Islamic education institutions. The importance of educational psychology is to provide recipes on how to manage Islamic education successfully.

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