



MODERNIZATION OF THE ISLAMIC CURRICULUM; CREATING A BALANCE BETWEEN TRADITION AND INNOVATION FOR FUTURE GENERATIONS

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Abstract:

This research aims to analyze and study the Modernization of the Islamic Curriculum, realizing a balance between tradition and innovation for future generations. This research was conducted at the Miftahul Arifin Islamic Boarding School in the Bantara Probolinggo area, East Java Province. Researchers used a qualitative case study type approach. Data was collected using interviews, observation, and documentation techniques and then analyzed in several steps: data collection, data reduction, data presentation, and conclusions. The research results show that there is a profoundly interdisciplinary approach, which does not only focus on academic learning but also on developing the character and social skills of students. In addition, a curriculum model based on local wisdom is implemented to ensure the curriculum remains relevant to the local social and cultural context, strengthening the Islamic boarding school's identity and its contribution to preserving local culture. A community-based pedagogical approach is also applied to connect students with the surrounding community, enriching their learning experience through social and cultural engagement. Research findings show that this combination of techniques can form students who understand religion, are ready to face global challenges, and make positive contributions to society.

Keywords: *Modernization of the Islamic Curriculum, traditions, and innovation.*

INTRODUCTION

The current modernization of the Islamic curriculum represents a significant effort in harmonizing traditional Islamic values with the needs of the modern era (Wahdi et al., 2024) (Dayusman, 2023). Many Islamic educational institutions are starting to adopt technology, such as e-learning and digital platforms, to attract the interest of the younger generation who are growing up amidst technological advances (Pahrudin et al., 2023). The curriculum is also starting to include subjects that are relevant to current developments, such as Islamic entrepreneurship and sharia technology, in an effort to prepare students to face global challenges. However, this modernization faces major challenges, including concerns that these changes could reduce the traditional core of Islamic teachings (Baharun et al., 2021).

One of the main issues is how to create a balance between strong Islamic traditions and the innovations needed for the future (Qolbiyah et al., 2022) (Lukens-Bull, 1970). There are concerns that excessive innovation could make the younger generation lose their spiritual roots, although some see this modernization as an opportunity to strengthen Islamic values in an ever-changing world (Dayusman, 2023)(Chaeroh, 2024). Therefore, a curriculum approach is needed that is well planned, based on religious values, and inclusive, so that Islamic education is able to produce a generation that not

only understands religious teachings in depth but also has the ability to adapt and contribute at the global level (Abdullah et al., 2024).

In reality, an institution, namely the Miftahul Arifin Islamic Boarding School, Patokan-Bantaran Probolinggo, is faced with opportunities as well as challenges in efforts to modernize the Islamic curriculum to improve the quality of education. As a traditional-based educational institution, this Islamic boarding school has the potential to combine classical Islamic teachings with modern-day needs. One strategic step is to integrate technology into learning, such as using digital devices in teaching the yellow book and introducing relevant subjects, such as Islamic entrepreneurship or sharia technology. However, this step requires infrastructure readiness, developing the competence of teaching staff, as well as good acceptance from the Islamic boarding school community, which sometimes still has a conservative view of curriculum reform.

Maintaining a balance between tradition and innovation is very important for this Islamic boarding school in preparing a generation of students who are able to compete in the modern era (Harmathilda et al., 2024) (Pamungkas et al., 2024). By maintaining core values such as strengthening morals, spirituality and mastery of classical books, Islamic boarding schools can enrich their students with relevant modern knowledge. This enables graduates to not only have a deep understanding of religion but also the skills to contribute to global society. This comprehensive approach makes the Miftahul Arifin Islamic Boarding School capable of producing students who become adaptive leaders without abandoning the underlying Islamic values.

There are several previous researchers who discussed the Modernization of the Islamic Curriculum: Creating a Balance Between Tradition and Innovation for Future Generations, including; (1). Sabaruddin (2022) who researched the Integration of Islamic Curriculum in the Digital Era, explaining how digital technology can be used to support the Islamic education curriculum in Islamic boarding schools and madrasas. This study shows that the application of technology not only makes access to learning easier, but also introduces new concepts that are relevant to the times without abandoning traditional Islamic teachings (2). Amirudin (2023) in his research emphasized the Transformation of Islamic Education in the Era of Industrial Revolution 4.0. examine how the Islamic education curriculum, especially in Islamic boarding schools, can integrate new technology and global knowledge, such as Islamic entrepreneurship and sharia technology. The main aim of this research is to prepare the younger generation to be able to compete in a world that continues to develop without forgetting the strong foundations of religion. (3) Al-Fikri Hergiansa (2024) researched the importance of balance between tradition and innovation in the Islamic education curriculum. In this research, Hergiansa shows that Islamic educational institutions can combine Islamic values taught in classical books with a project-based learning approach that involves technology and innovation. As a result, students are expected to be able to master in-depth religious knowledge while being able to adapt to changing times.

From the several studies above, many of them discuss efforts to integrate technology and innovation in Islamic education without sacrificing tradition. Most research focuses on the introduction of digital technology such as e-learning and online platforms in teaching, as well as the application of material relevant to current developments such as Islamic entrepreneurship and sharia technology. There are similarities in the central theme of this research, namely how to adapt the Islamic curriculum to face global challenges and changing times while maintaining deep religious teachings. These studies also generally recognize the importance of a balance between tradition and innovation so that future generations can develop according to the demands of the times without losing their spiritual roots.

Meanwhile, the novelty of this research emphasizes a deeper interdisciplinary approach, which not only looks at the Islamic curriculum from an academic perspective, but also examines its impact on the character development and social welfare of students. In addition, focusing on developing a local wisdom-based curriculum model that combines global elements and local culture will provide added value and higher relevance in the context of Islamic education in Indonesia. Another aspect that can

differentiate this research is the application of a community-based pedagogical approach that involves teachers, students, and the community around the Islamic boarding school in the teaching and learning process. This provides an opportunity to enrich learning with hands-on experiences that are relevant in their daily lives. This approach aims to reduce the gap between theory and practice in religious learning, as well as introduce students to social and ethical values that are more applicable in the context of society. This research also looks at how a curriculum based on local wisdom can help students have a strong identity based on their culture, as well as equip them with the skills needed to contribute to global society without losing their Islamic cultural roots.

RESEARCH METHODS

This research uses descriptive qualitative methods (Rustamana et al., 2024) by conducting research with the intention of describing problems and analyzing the problems that occur. According to (Waruwu, 2024), qualitative methods focus on a natural and unstructured data collection process, where the researcher acts as the main tool in interpreting the data. This research aims to analyze how a curriculum that combines tradition and innovation is implemented in Islamic boarding schools, as well as to understand the role of managers and teachers in implementing this curriculum. Descriptive methods are used to analyze and explain existing findings, without making generalizations or broader conclusions. In this research, the data collection techniques used include in-depth interviews with school principals, deputy heads of curriculum, and teachers at Islamic boarding schools, as well as direct observation of the learning process. The collected data will be analyzed to illustrate how a balance between tradition and innovation in the Islamic curriculum can be realized at the Miftahul Arifin Islamic Boarding School. This research not only aims to describe the existing situation, but also to assess the effectiveness of implementing this modernized curriculum.

RESULTS AND DISCUSSION

A deeper interdisciplinary approach at the Miftahul Arifin Islamic Boarding School in Bantaran Probolinggo

An interdisciplinary approach in Islamic education is increasingly becoming an important need in creating a more holistic understanding of various scientific disciplines that are relevant to the needs of the modern era (Olfah, 2024) (Admin, 2024). At the Miftahul Arifin Islamic Boarding School, Bantaran Probolinggo, this approach is implemented to ensure that the curriculum taught does not only cover religious knowledge, but also introduces the values and skills needed by students to face the challenges of modern life. In practice, this approach integrates various fields of knowledge, such as technology, entrepreneurship, and Islamic religious teaching, into one unit that supports each other in the learning process (Pahrudin et al., 2023).

One example of implementing an interdisciplinary approach at the Miftahul Arifin Islamic Boarding School is the integration of material about technology with sharia principles in the context of entrepreneurship education. Santri not only study theories about religion, but are also taught how to apply Islamic values in everyday life, including in the world of business and technology (Aprillia & Iryanti, 2024). They are introduced to Islamic entrepreneurship concepts that are in accordance with sharia principles, such as justice, honesty and social responsibility, to prepare them to become entrepreneurs who are not only economically successful but also adhere to religious teachings.

emphasizes the development of strong character through deeper religious education. Every aspect of learning, both academic and non-academic, is based on the principles of social ethics and morality taught in Islam. This aims to form students who are not only intelligent in the field of religion, but also have social sensitivity and the ability to interact well in society. This character development is integrated into every Islamic boarding school activity, both in classroom learning, extracurricular activities, and daily interactions between students and teachers.

Collaboration between teachers at the Miftahul Arifin Islamic Boarding School is

one of the keys to success in implementing this interdisciplinary approach. Teachers from various scientific disciplines work together to design a curriculum that not only covers the field of religion, but also combines other scientific elements that are relevant to the needs of the times (Wahdi et al., 2024). This approach requires close collaboration between religious teachers and non-religious teachers, with the aim of creating a learning experience that is more holistic and relevant to current developments.

Apart from that, this Islamic boarding school has also developed a technology-based curriculum by utilizing digital media to support religious learning (Nirmala et al., 2024). For example, the use of online learning applications and other digital platforms to expand the reach of teaching materials, providing easy access for students to study various topics. This technology is used not only for academic purposes, but also to introduce students to the increasingly developing world of technology, while maintaining relevant Islamic values in every step of learning.

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Local Wisdom Based Curriculum Model

The local wisdom-based curriculum model at Miftahul Arifin Islamic Boarding School can be seen as an approach that combines Islamic values with local Probolinggo culture, thereby creating more relevant and applicable learning for students. In this context, local cultural values such as mutual cooperation, respect for elders, and social diversity are combined with Islamic religious principles which emphasize the importance of solidarity, justice, and kindness (Baderiah & Munawir, 2024). Through this integration, the education provided not only emphasizes theoretical understanding of religion, but also how to apply religious teachings in everyday life in line with local culture.

One of the strengths of this model is its ability to connect theory with real life practice (Siratjudin & Dewi, 2024). By integrating aspects of Islamic-based entrepreneurship and local wisdom, Islamic boarding schools provide opportunities for students to develop practical skills that suit the needs of the surrounding community. For example, students can learn about sharia principles in entrepreneurship, but also be introduced to local entrepreneurial practices which are often based on community or cooperative economics. This not only gives them knowledge and skills, but also equips them with moral and ethical values that are important in living a social life.

The local wisdom-based curriculum model at Miftahul Arifin Islamic Boarding School can also strengthen the sense of identity and pride in local culture among students. By learning and practicing traditional values that still apply in the surrounding community, such as cooperation within the community and preserving local traditions, students can feel more connected to their cultural roots (Leuwo et al., 2024). At the same time, they remain prepared to interact with the outside world, which is increasingly connected globally. This creates a healthy balance between respecting local traditions and adapting to changing times.

Apart from that, this curriculum also includes learning about local culture in various forms, such as art, language and religious rituals typical of the area (De Gomes & Sidi, 2022). Teaching students to understand and maintain their own culture is very important in the era of globalization which often brings challenges to preserving local culture. At the Miftahul Arifin Islamic Boarding School, traditional arts and social activities based on local culture can be a means of introducing Islamic values in a more relevant context, connecting students with their traditions and increasing appreciation for the richness of Indonesian culture.

However, the biggest challenge in implementing a local wisdom-based

curriculum is how to maintain a balance between traditional values and the demands of increasingly developing times, especially in the fields of technology and globalization (Afif, 2022)(Latifah, 2023). However, Miftahul Arifin Islamic Boarding School strives to integrate the latest technology in learning, without forgetting local cultural roots. The use of technology to introduce students to the digital world, while still maintaining local wisdom values in every lesson, is an important strategy that can support the sustainability of this model in the future.

Community involvement in developing local wisdom-based curriculum is also a very important factor (Latifah, 2023). By involving parents, community leaders and Islamic boarding school alumni in designing the curriculum, Islamic boarding schools can create education that is more connected to the realities and needs of society. In this case, Islamic boarding schools function as community centers that not only provide religious education, but also shape the character of students through teaching values that are appropriate to their social life.

Overall, the local wisdom-based curriculum model at the Miftahul Arifin Islamic Boarding School is expected to produce a generation that not only masters religious knowledge, but also has skills and a deep understanding of their culture. This is not only about maintaining local values, but also about how to combine them with modern education so that students can adapt to the global world without losing their cultural identity. With this approach, Islamic boarding schools are expected to act as a bridge between tradition and innovation, creating individuals who are balanced between spirituality and the ability to live in the modern era.

Implementation of a Community-Based Pedagogical Approach

Implementation of a community-based pedagogical approach at the Miftahul Arifin Islamic Boarding School provides an opportunity to improve the quality of education and character formation of students. This approach emphasizes cooperation between various elements in Islamic boarding schools from teachers to the surrounding community with the aim of building synergy that is not only focused on academic education, but also on strengthening social and cultural values (Rini & Mulyani, 2022). In this context, learning in Islamic boarding schools goes beyond the boundaries of the classroom, penetrating into the community, giving students the opportunity to learn directly through involvement in various social, cultural and religious activities that occur around the Islamic boarding school.

Through a community-based approach, Islamic boarding schools can design a curriculum that is more appropriate to local needs, so that the relevance of education becomes higher for the real lives of the students (Ismayani et al., 2023). They are involved in various activities such as da'wah, recitation of prayer, or other social activities that enable them to understand and apply the teachings of the Islamic religion in everyday social life. Thus, the education provided at Islamic boarding schools is not only limited to understanding religious theory, but also about strengthening social skills that are really needed by society (Pahrudin et al., 2023).

In addition, community involvement in the educational process at Islamic boarding schools helps reduce the gap between the theory taught in the classroom and the practice of daily life. Students are encouraged to apply the knowledge they gain in activities that are in direct contact with the social needs of the community. Activities such as community empowerment or mutual cooperation work teach them how to integrate religious values with the broader realities of social life. This helps them understand and appreciate the importance of cooperation and social contributions outside the Islamic boarding school environment.

Through this approach, the relationship between Islamic boarding schools and society also becomes closer. The community is not only an object of education, but also a partner who actively contributes to developing the Islamic boarding school itself (Qolbiyah et al., 2022). Community involvement allows students to gain a broader perspective, enriches their learning experience, and forms a sense of belonging between the Islamic boarding school and the community. In this way, Islamic boarding schools

become more responsive to social changes and local needs.

One of the main benefits of a community-based pedagogical approach is the formation of students' character who are more resilient and ready to face life's challenges (Wahdi et al., 2024). Through involvement in social and religious activities, they learn to focus not only on themselves, but also on the needs of society. This involvement teaches them ethical values, leadership and social responsibility, so that they not only become religious students, but also individuals who have empathy and high social skills.

The community-based approach also opens up space for Islamic boarding schools to reduce the boundaries between formal and informal education. By involving the community in the educational process, Islamic boarding schools can create a more dynamic and applicable learning space (Pahrudin et al., 2023). Santri who previously only received theory can now experience the direct implementation of the teachings they learn in their daily lives, making them better prepared to face real social challenges outside the Islamic boarding school.

Apart from that, this approach can also strengthen social solidarity within the Islamic boarding school community. By working together, students learn to appreciate differences and contribute to solving problems together. Social activities and community empowerment provide opportunities for students to apply the skills they learn, such as communication, time management and teamwork. This strengthens the relationship between the Islamic boarding school and the surrounding community and improves the quality of social relations on both parties (Siratjudin & Dewi, 2024).

Overall, the implementation of a community-based pedagogical approach at the Miftahul Arifin Islamic Boarding School shows that holistic religious education does not only depend on classroom teaching, but also on real social experiences. This approach has a broad impact, both in forming the character of the students and in building stronger relationships between the Islamic boarding school and the surrounding community. In this way, Islamic boarding schools not only produce students who understand religion, but also individuals who have empathy, social skills, and the ability to contribute positively to society.

CONCLUSION

This research reveals that the modernization of the Islamic curriculum at the Miftahul Arifin Islamic Boarding School, Bantaran Probolinggo, is an important step to create a balance between traditional Islamic values and the needs of future generations. This approach aims to harmonize Islamic religious teachings with current developments, so that the curriculum implemented can be more relevant and contextual to global challenges. One of the things that is highlighted is a deeper interdisciplinary approach, which not only emphasizes academic learning, but also the development of character, social skills and the welfare of students in society.

A curriculum model based on local wisdom is also an important aspect highlighted in this research. Miftahul Arifin Islamic Boarding School integrates local values in the learning process, making it more relevant to the social and cultural context around the Islamic boarding school. By combining Islamic values with local wisdom, Islamic boarding schools are able to create education that not only teaches religious knowledge, but also respects and maintains local culture. This strengthens the identity of Islamic boarding schools as educational institutions that not only prioritize religious knowledge, but also contribute to the preservation of local culture.

The application of a community-based pedagogical approach has also been proven to have a significant impact on the development of students. Through collaboration with the surrounding community, students not only learn religious theory, but also interact directly with social and cultural life. Social and teaching activities Community-based allows students to apply the knowledge learned in real-life contexts, strengthen social skills, and form characters who are caring and empathetic towards others. This approach also plays a role in building closer relationships between Islamic boarding schools and the community, creating a more inclusive and open atmosphere.

Overall, this research shows that the modernization of the Islamic curriculum carried out at the Miftahul Arifin Islamic Boarding School focuses on efforts to create a generation that not only understands religion, but is also able to adapt and contribute positively in an ever-growing global world. The combination of an interdisciplinary approach, local wisdom-based curriculum, and community-based pedagogy provides a strong foundation for students to develop themselves holistically. This also shows how Islamic boarding schools can become institutions that are responsive to social changes and community needs.

Thus, the modernization of the Islamic curriculum at the Miftahul Arifin Islamic Boarding School leads to education that is more dynamic, integrated and relevant to the needs of the times, without ignoring traditional values which are the main foundation. The success of implementing this approach does not only lie in improving the quality of education, but also in character building and improving better social relations between Islamic boarding schools and the surrounding community.

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