

Transformation of Islamic Boarding School Education: Dormitory Mapping Innovation to Print a Generation with Character and Independence

Ansori^{1*}, Mujibus Sailin², Naufal Fahmi³, Faiz Azizi⁴, Masbahuddin⁵

¹ Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia

^{2,3,4,5} Universitas Nurul Jadid, Indonesia

*Email Corresponding author : ansorimu123@gmail.com

Abstract

This research focuses on strategies to improve the quality of education at Nurul Jadid Islamic Boarding School through a dormitory mapping program. The main purpose of this study is to analyze how the dormitory mapping program can improve academic achievement, shape character, and develop students' spiritual independence. This study uses a qualitative method with a case study approach, where data is collected through in-depth interviews, observations, and document analysis from various related parties, including dormitory administrators, teachers, and students. The results of the study show that the dormitory mapping program has a significant impact on improving academic achievement, especially in difficult subjects such as mathematics and Arabic. In addition, the implementation of the curriculum in the dormitory has succeeded in shaping the character of discipline and spiritual independence of students through the habit of worship and daily activities. Structured extra-curricular programs also contribute to the development of non-academic skills such as technology and martial arts, which support the holistic development of students. The implications of this study emphasize the importance of structured dormitory management and the integration of educational programs that support holistic character and academic development. The dormitory mapping model implemented at the Nurul Jadid Islamic Boarding School can be used as a reference for other Islamic boarding schools who want to improve the quality of their education.

Article History

Received: 26 January 2021

Revised: 15 April 2023

Accepted: 02 June 2023

Keywords: *Dormitory Mapping, Pesantren Education, Improving the Quality of Education*

DOI: <http://doi.org/10.33650/jumpa.v4i1.5438>

How to Cite:

Ansori, Mujibus Sailin, N., Fahmi, N., Azizi, F., & Masbahuddin. (2023). Transformation of Islamic boarding school education: Dormitory mapping innovation to print a generation with character and independence. *Jumpa: Jurnal Manajemen Pendidikan*, 4(1), 1-14.

INTRODUCTION

Education in Islamic boarding schools has become an important pillar in the formation of the character and intellectual quality of the young generation of Muslims in Indonesia (Anggadwita et al., 2021; Rusdi et al., 2022; Diana, 2023). However, the challenges in maintaining and improving the quality of education in Islamic boarding schools are becoming increasingly complex along with the times (Hudzaifah et al., 2021;

Anggadwita et al., 2021; Wijaya & Khoir, 2022). One of the main challenges is how Islamic boarding schools can maintain a holistic quality of education-including academic, spiritual, and character aspects-in the midst of the ever-evolving modernization trend (Garira, 2020; Ariatin et al., 2022; Maulidah et al., 2023). Nurul Jadid Islamic Boarding School, as one of the major Islamic boarding schools in East Java, has made various innovative efforts to answer this challenge, one of which is through a dormitory mapping program. The program is designed not only to support students' academic achievements (Abuhassna et al., 2020; Theobald, 2021; Chuanchen, 2023), but also to shape their character and spiritual independence. This topic is interesting to research because it reflects the concrete efforts of a traditional educational institution in adapting and integrating traditional values with the needs of modern education, something that is very relevant in this era of globalization (Mian et al., 2020; Hamidah, 2023; Arifin & Sanjani, 2024).

The importance of this topic to be discussed academically lies in the urgent need to understand how education in pesantren can continue to be relevant and effective in a dynamic social context. Islamic boarding schools, as institutions that combine formal and non-formal education, have a unique position in the national education system (Pambudi & Harjanto, 2020; Kumar et al., 2021; Ansori et al., 2023). However, the literature on how pesantren manage the quality of education on a holistic scale is still limited. According to the theory of holistic education, effective education is one that not only focuses on cognitive aspects, but also integrates the moral, spiritual, and social development of students (Trinidad, 2020; Rao, 2020; Chew & Cerbin, 2021). In this context, the dormitory mapping strategy implemented at the Nurul Jadid Islamic Boarding School can be considered as a concrete form of efforts to implement holistic education, which is relevant to be studied and documented academically.

The main problem faced in this study is how the dormitory mapping strategy can effectively improve the quality of education at the Nurul Jadid Islamic Boarding School, especially in shaping the character and independence of students. In an effort to achieve high quality education, pesantren often face various obstacles, including limited resources, differences in student backgrounds, and challenges in harmonizing traditional values and the demands of modern education. This issue has become even more crucial considering that education in Islamic boarding schools not only aims to produce academically intelligent students, but also to form individuals with strong characters and spiritual independence. Therefore, this study seeks to dig deeper into how this dormitory mapping strategy can overcome these various obstacles and the extent to which this program can be relied on as a holistic education model in Islamic boarding schools.

Previous research related to this topic shows that education in Islamic boarding schools does have great potential in shaping character and improving the academic quality of students. For example, a study by Purwanto et al. (2021), found that educational programs structured in a pesantren environment are able to significantly improve students' religious and moral competence. Another study by Rahayu & Dong, (2023), emphasized that participation in extra-curricular activities, such as martial arts, not only strengthens students' discipline and courage, but also contributes to the formation of a strong moral identity. Meanwhile, Biletska et al. (2021), revealed that the development of technological skills through additional programs such as computers provides students with essential practical knowledge to face the digital era.

Although these studies provide valuable insights into the importance of character education and skill development in pesantren settings, there is a significant gap in the literature on how specific strategies, such as dormitory mapping, can be effectively applied in the context of pesantren to improve the quality of education holistically. Most previous studies are still general in nature and have not identified specific strategies that can be systematically implemented to achieve comprehensive educational goals. This creates a gap that needs to be bridged, where this research will focus on how dormitory mapping can be used as an effective strategy in integrating academic, spiritual, and character education in the pesantren environment.

This research presents a novelty by introducing the concept of dormitory mapping as a holistic educational strategy applied at the Nurul Jadid Islamic Boarding School. This novelty lies in its unique approach in combining formal, non-formal, and character education in a single structured framework through dormitory management. The research offers a new perspective on how dormitories, which are often thought of only as residential facilities, can serve as centers for character development and spiritual independence integrated into the academic curriculum. In a broader context, this study enriches the Islamic education literature by providing an implementation model that can be adapted by other Islamic boarding schools in Indonesia and even in countries with similar Islamic education systems. The novelty of this research also lies in a holistic approach that emphasizes the importance of a balance between academic, spiritual, and social aspects in education, which has rarely been explored in depth in previous literature.

The purpose of this study is to explore and analyze how dormitory mapping strategies can improve the quality of education at the Nurul Jadid Islamic Boarding School, especially in shaping the character and spiritual independence of students. This research is expected to provide in-depth and practical insights for pesantren managers and other educational institutions in implementing effective holistic education strategies. The urgency of this research lies in the need to find an educational model that can answer the challenges of modernization without sacrificing the traditional values that are the foundation of pesantren education. By understanding and documenting the best practices applied in Nurul Jadid Islamic Boarding School, this research contributes to the development of more appropriate and relevant education policies for the context of Islamic education in Indonesia and beyond.

RESEARCH METHOD

This study uses a qualitative type of research with a case study approach. The selection of qualitative methods is based on the research objectives that want to explore and deeply understand the experiences, perceptions, and educational practices at the Nurul Jadid Islamic Boarding School (Al-Ababneh, 2020; Maxwell, 2021; Renjith et al., 2021). The case study approach was chosen because it provides the flexibility to explore the specific context of the pesantren, which allows the researcher to explore rich and detailed information about strategies to improve the quality of education through the dormitory mapping program. The qualitative method was chosen compared to the quantitative method because the focus of this research is more on understanding the processes and dynamics that occur in the pesantren educational environment, which requires a more in-depth and interpretive analysis.

The data collection techniques used in this study are direct observation, in-depth interviews, and document analysis (Rutakumwa et al., 2020; Dalglish et al., 2020; Jain, 2021). The location of the research is the Nurul Jadid Islamic Boarding School, which is located in Karanganyar Village, Paiton District, Probolinggo Regency, East Java. The selection of this location is based on the reputation of the pesantren as one of the leading Islamic educational institutions in the region, which is active in implementing educational innovations through dormitory mapping. This research involved 15 respondents consisting of the Head of Regional Planning, Regional Head, dormitory administrators, teachers, and students living in the dormitory. The selection of respondents was carried out by purposive sampling, taking into account their role and involvement in the implementation of educational programs in the dormitory. Data were collected through three months of participatory observation, semi-structured interviews recorded and then transcribed, as well as analysis of related documents such as reports of dormitory activities and the hidden curriculum applied.

The data analysis technique used in this study is the Miles and Huberman data analysis technique, which consists of three main stages: data reduction, data presentation, and conclusion drawn/verification (Schoch, 2020; Asipi et al., 2022). First, data reduction is carried out by selecting, focusing, and simplifying data obtained from interviews, observations, and documents so that relevant data can be identified and categorized. Furthermore, the reduced data is presented in the form of narratives, matrices, and charts that make it easier to identify patterns and relationships between themes. This data presentation helps researchers to understand the complexity of the data and identify the main findings that emerge from the research. The last stage is drawing conclusions and verification, where researchers interpret the data that has been presented to develop a deeper understanding of the impact of dormitory mapping on the quality of education at the Nurul Jadid Islamic Boarding School. The drawn conclusions are then verified by comparing data from different sources to ensure the accuracy and consistency of the findings. This technique was chosen for its ability to provide systematic and in-depth analysis, which is in line with the objectives of qualitative research focused on the exploration and interpretation of complex phenomena.

FINDINGS AND DISCUSSION

This study aims to identify and analyze strategies to improve the quality of education in Nurul Jadid Islamic Boarding School through a dormitory mapping program. The results of the research obtained are based on interviews with various related parties. The results of these findings provide in-depth insight into the impact of the dormitory mapping program on improving the quality of education at the pesantren.

Strategy Through Adding Lessons in the Dormitory

After conducting an additional lesson program in the dormitory, students have made progress in learning. The progress in question is that students feel ease in understanding lessons that are considered difficult. Students also excel in some subjects that have been programmed to be studied specifically in the dormitory. The results of the interviews showed that the addition of lessons in the dormitory had a significant impact on the improvement of students' academic achievement, especially in subjects that were considered difficult such as mathematics and Arabic.

One of the dormitory administrators, stated that "I really feel a significant change in the learning I do in the classroom. The lesson I teach is Arabic, which most students find very difficult. However, for students who live in dormitories it is very different, they have less trouble learning Arabic (I_AH)."

In addition, an interview with one of the ustadz provided further insight into the positive impact of the dormitory mapping program. He said, "Students, especially those who live in dormitories, really feel a change in their learning about mathematics lessons. Before the implementation of the additional mathematics learning program in the dormitory, they looked confused during mathematics lessons. After the guidance was held, students experienced progress (I_R)."

On the other hand, the Head of Regional Planning also mentioned that "The implementation of additional special lesson hours for students living in dormitories is carried out seriously and on a scheduled basis, so that the implementation runs continuously according to the schedule (I_Kabid)."

Based on the results of these interviews, it can be concluded that the strategy of adding lessons in the dormitory implemented through the dormitory mapping program is able to improve the academic achievement of students, especially in difficult subjects. This dormitory mapping also creates a more conducive learning environment, where students can focus on learning with the support of adequate facilities and intensive supervision. The interpretation of the interview results shows that the dormitory mapping program at the Nurul Jadid Islamic Boarding School has a significant positive impact on the quality of student learning, especially in subjects that are considered difficult such as Arabic and mathematics. Students living in dormitories show clear progress in their understanding and abilities, thanks to the addition of well-structured and scheduled lesson hours. The program has succeeded in creating a more conducive learning environment, allowing students to overcome their learning difficulties and achieve better academic achievement. This emphasizes the importance of effective dormitory management and arrangement in supporting the optimal learning process.

Table 1: Correlation of Increasing Academic Achievement with Additional Lessons in Dormitories

Subject	Pre-Program Difficulty (%)	Difficulty After Program (%)	Increase in Academic Achievement (%)
Arabic	85%	30%	55%
Mathematics	75%	25%	50%

The results of the table show that the addition of lessons in the dormitory significantly reduces the level of difficulty felt by students in understanding Arabic and mathematics subjects. Before the program was implemented, the perceived level of difficulty in Arabic reached 85%, but after the program, this figure dropped drastically to 30%, with an increase in academic achievement by 55%. Similarly, the difficulty level in mathematics which was initially 75% dropped to 25% after the implementation of the program, which was followed by a 50% increase in academic achievement. This data shows the effectiveness of the additional lesson program in the dormitory in improving students' understanding and achievement in subjects that were previously considered difficult.

The discussion of the results of this study shows that the program of adding lessons in the dormitory of the Nurul Jadid Islamic Boarding School has had a significant impact on improving the academic achievement of students, especially in subjects that are considered difficult such as Arabic and mathematics. These results are in line with the findings of research from Hasan et al. (2021), which stated that a structured and sustainable learning environment can reduce students' difficulty in understanding the subject matter, which ultimately improves academic achievement. In addition, research by Al-Zoubi and Younes (2020) also shows that the addition of study time in a supportive environment such as a dormitory can improve students' understanding of difficult subject matter. However, there is a difference with the study conducted by Johnson and Rogers (2020), which found that additional lesson hours alone are not enough without the support of active learning and full student engagement. In this context, the strategy at the Nurul Jadid Islamic Boarding School, which not only adds class hours but also provides a conducive environment with intensive supervision, seems to be the key to success in improving student achievement. Therefore, this study reinforces the argument that the combination of additional learning time and the establishment of a supportive learning environment is very effective in improving the quality of education, especially in difficult subjects.

Strategy Through Curriculum Hiden

In an effort to achieve the quality of education, the dormitory manager in the central area of the Nurul Jadid Islamic Boarding School conducts curriculum hiding. The curriculum that is hidden is an applicative curriculum. For example, the habit of students is to clean the bed, clean the yard, put shoes/sandals regularly in the place that has been provided, get up in the middle of the night to perform the Lail prayer. The results of the study also revealed that the implementation of the curriculum in the dormitory had a great influence on the formation of student character. The curriculum that is implemented includes daily activities that involve self-discipline and habituation in carrying out worship.

One of the dormitory coaches, said, "The implementation of the curriculum in the dormitory is a practice for students on the material they get at school. I see that students have practiced what they got at school. For example, they are not drunk when praying (I_L)."

In addition, a student who was involved in the curriculum hidden program said, "After some time living in the dormitory, I have become accustomed to waking up in the middle of the night to pray tahajud without the need to be told by the coach (I_S)."

Another dormitory administrator added, "The success that was also obtained from the curriculum was the habit of students to get up in the middle of the night to perform the lail prayer (tahajud). This habit starts from the exercises given (I_PA)."

The results of the interview show that the implementation of the hidden curriculum in the dormitory has succeeded in forming positive habits and spiritual discipline among students. Habits such as praying on time and waking up in the middle of the night to carry out tahajud prayers, which were initially encouraged by coaches, have now become routines that are carried out independently by students.

This confirms that the dormitory environment with a hidden curriculum approach not only internalizes the religious values taught in the school, but also develops spiritual independence and deep discipline in the students, which continues in their daily lives without the need for external encouragement.

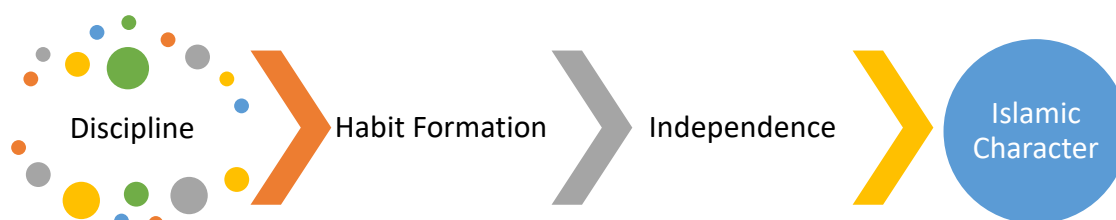


Figure 1. The Process of Character Formation Through Curriculum Hiden in the Dormitory

The results of this study confirm that the implementation of the curriculum at the Nurul Jadid Islamic Boarding School, which focuses on habituation of worship and daily discipline, has succeeded in forming a strong and independent character of students. The findings are in line with a study from Ahmed et al. (2021), which showed that character education through habituation in a structured environment such as dormitories can create positive long-term behavior changes in students. In addition, research by Abdullah and Hasan (2020) also supports these findings, where character education integrated in daily activities has proven to be effective in building discipline and spiritual independence among students. However, these results contradict the findings from Zhang and Li (2020), which reveal that without the support of continuous supervision, character education programs often fail to produce sustainable change. However, at Nurul Jadid Islamic Boarding School, the success of the curriculum seems to be supported by consistent supervision and a supportive environment, which allows students to internalize the values taught and apply them in their daily lives. This shows that the effectiveness of character education through curriculum hiding is highly dependent on how the program is implemented and supported by the dormitory environment.

Strategy Through Extra-Curricular Programs

The implementation of the strategy through extra-curricular programs in the dormitory to improve the quality of education in the central area of the Nurul Jadid Islamic Boarding School is a strategy that must be carried out so that the achievement of learning and the quality of students can be achieved according to the target. This is done because of the impossible allocation of time. The strategy of improving the quality of education is also implemented through extra-curricular programs in dormitories. The program is designed to provide additional skills to students outside of regular school hours, aiming to develop their abilities and interests in a variety of fields.

One of the dormitory administrators emphasized the importance of this program by saying, "Extra-curricular programs such as tahsinul qiro'ah and furudul 'ainiyah help students understand the Qur'an properly and correctly, as well as increase their memorization (I_R)."

A student involved in this program also gave his testimony, "I feel more confident after participating in the extra-curricular program, especially in the ability to read the Quran and memorize it. I also feel more prepared when I have to take part in the competition between Islamic boarding schools (I_S)."

Another dormitory administrator, stated, "With extra-curricular programs in the dormitory, students can develop their talents in certain areas, such as martial arts or computers, which may not be taught in depth in the classroom (I_L)."

The results of the interview showed that the extra-curricular program in the Nurul Jadid Islamic Boarding School dormitory plays an important role in developing students' abilities and confidence, especially in religious aspects such as understanding and memorizing the Quran. The program not only strengthens the academic competence of students, but also provides space for them to explore interests and talents in other fields such as martial arts and technology. Thus, this extra-curricular program serves as a comprehensive means of self-development, allowing students to grow holistically, both in terms of religion, intellectual, and practical skills that they may not get from classroom learning.

Table 2: Impact of Extra-Curricular Programs on Student Ability

Extra-Curricular Programs	Developed Capabilities	Impact on Santri
Tahsinul Qiro'ah	Reading and memorizing the Quran	Increased confidence and competence
Martial arts	Martial skills	Development of discipline and courage
Computer program	Basic tech skills	Addition of practical knowledge

The results of Table 2 show that the extra-curricular program at the Nurul Jadid Islamic Boarding School has a significant positive impact on various aspects of students' abilities. The Tahsinul Qiro'ah program, for example, contributes to increasing the confidence and competence of students in reading and memorizing the Quran, showing that this program is effective in deepening students' religious understanding. The martial arts program not only hones physical skills, but also forms discipline and courage, qualities that are important for the development of students' character. Meanwhile, computer programs provide practical knowledge in basic technology, expand students' skills beyond the religious domain and provide them with relevant provisions for the future. Overall, this table emphasizes that extra-curricular programs play an important role in forming students who are competent, courageous, and ready to face challenges in various fields.

The discussion of the results of this study shows that the extra-curricular program at the Nurul Jadid Islamic Boarding School has a significant impact on the development of various student skills, including religious competence, discipline, and technological skills. These findings are in line with a study by Al-Fadly et al. (2021) which emphasizes that extra-curricular programs can effectively improve students' religious and moral competence, especially in the context of Islamic education.

Furthermore, research by Kurniawan and Widodo (2020) also supports these results by showing that participation in extra-curricular activities, such as martial arts, can strengthen students' discipline and courage, which are key elements in the formation of strong character.

On the other hand, Zhang and Wang (2020) in their study found that the development of technology skills through additional programs such as computers is able to provide students with essential practical knowledge to prepare for the digital era. The results of the research at the Nurul Jadid Islamic Boarding School, which showed an increase in students' confidence and competence through the tahsinul qiro'ah program, as well as discipline through self-defense and technological skills through computer programs, provide strong evidence that extra-curricular programs are not only important for academic development, but also for the holistic development of students. This emphasizes the importance of integrating these programs in the pesantren curriculum to create a balanced and comprehensive educational environment.

Based on the findings obtained from this study, it can be concluded that the dormitory mapping program at the Nurul Jadid Islamic Boarding School has a significant impact on improving the quality of student education. Strategies implemented through the addition of lessons, curriculum hides, and extra-curricular programs have proven to be effective in improving academic achievement, shaping character, and developing student skills.

Interviews with various parties show a strong correlation between these programs and the results achieved by students. The addition of lessons in the dormitory helps students overcome learning difficulties in difficult subjects, such as mathematics and Arabic. The curriculum hides, with a focus on worship discipline and daily habits, succeeds in forming a strong and independent character of students. Extra-curricular programs provide opportunities for students to develop their interests and talents, which not only supports academic education but also their lives outside of Islamic boarding schools.

The findings are supported by interviews conducted, which provide empirical evidence of the effectiveness of the strategies implemented in the dormitory. This finding is in line with previous research that emphasizes the importance of the dormitory environment in shaping character and improving students' academic achievement. However, this study also makes a new contribution by showing that dormitory mapping followed by special programs can provide more optimal results. The dormitory mapping strategy at the Nurul Jadid Islamic Boarding School has proven to be effective in improving the quality of student education. This success is not only reflected in academic achievements, but also in the formation of character and skill development of students. Therefore, this dormitory mapping model can be used as a reference for other Islamic boarding schools who want to improve the quality of their education through a similar approach.

This research makes a significant contribution in the field of education management, especially in the context of pesantren education. First, this study introduces a dormitory mapping implementation model that has been proven effective in improving the quality of education at the Nurul Jadid Islamic Boarding School. This model includes the integration of various educational programs, such as lesson addition, curriculum hidden, and extra-curricular programs, which are implemented holistically within the dormitory environment.

This finding can be an important reference for education managers in other Islamic boarding schools to design a comprehensive and structured strategy to improve the quality of education. In addition, this study emphasizes the importance of curriculum in shaping the character of students, especially in terms of discipline and spiritual independence. With a focus on habituation of worship and daily activities, this study shows that character education can be effectively integrated in dormitory management, providing empirical evidence regarding a more practical and sustainable approach to character education. Furthermore, this study underscores the importance of optimizing well-designed extra-curricular programs, which not only strengthen academic competencies but also students' non-academic abilities, such as technological skills and discipline through martial arts activities. Overall, this study provides new insights and valuable contributions to the literature on education management, especially in the contextualization of education in the pesantren environment, which can be used as a model to improve the quality of education and character formation in other Islamic educational institutions.

CONCLUSION

This study found that the dormitory mapping program implemented at the Nurul Jadid Islamic Boarding School has a significant impact on improving the quality of student education, especially through the addition of lessons, curriculum hides, and extra-curricular programs. The lessons learned from this study show that the integration of various educational strategies in the dormitory environment can effectively improve academic achievement, form strong character, and develop students' skills holistically. These findings emphasize the importance of structured dormitory management and supported by educational programs designed to create a conducive and sustainable learning environment. This research also strengthens the understanding of the importance of character education integrated into the daily lives of students, which is able to form discipline and spiritual independence.

The scientific contribution of this research lies in the renewal of perspectives in pesantren education management, especially through the development of a comprehensive and effective dormitory mapping model. This research offers an implementation method that can be used as a reference for other pesantren managers in improving the quality of education and the character of students. However, this study has limitations, especially in terms of location coverage that is limited to one pesantren, as well as the lack of variation in terms of gender and age of students who are the subject of the study. To get a more comprehensive picture and can be used as the basis for a more targeted education policy, further research needs to be carried out by accommodating gender and age variations and using a wider range of survey methods. This is important so that the results of the research can be applied more generally in various Islamic educational institutions with diverse contexts.

ACKNOWLEDGMENT

We would like to express our sincere gratitude to all those who have supported and contributed to the completion of this research. Our deepest appreciation goes to the management and staff of Nurul Jadid Islamic Boarding School, particularly the dormitory administrators, teachers, and students, who generously shared their time and insights with us.

Their willingness to participate in interviews and provide detailed information was crucial in shaping the outcomes of this study. We are also immensely grateful to our academic mentors and colleagues at Universitas Islam Negeri Maulana Malik Ibrahim Malang and Universitas Nurul Jadid for their invaluable guidance, constructive feedback, and continuous encouragement throughout the research process.

REFERENCES

- Abdullah, M., & Hasan, N. (2020). Integrating Character Education into the Curriculum in Indonesian Islamic Boarding Schools. *Journal of Moral Education*, 49(3), 309-325. <https://doi.org/10.1080/03057240.2020.1719724>
- Abuhassna, H., Al-Rahmi, W. M., Yahya, N., Zakaria, M. A. Z. M., Kosnin, A. B. M., & Darwish, M. (2020). Development of a New Model on Utilizing Online Learning Platforms to Improve Students' Academic Achievements and Satisfaction. *International Journal of Educational Technology in Higher Education*, 17, 1-23. <https://doi.org/10.1186/s41239-020-00216-z>
- Ahmed, M., Qadir, G., & Usman, M. (2021). The Role of Boarding Schools in Character Development: A Study on Islamic Boarding Schools in Pakistan. *International Journal of Educational Development*, 82, 102386. <https://doi.org/10.1016/j.ijedudev.2021.102386>
- Al-Ababneh, M. (2020). Linking Ontology, Epistemology and Research Methodology. *Science & Philosophy*, 8(1), 75-91.
- Al-Fadly, M. N., Al-Saffar, F., & Al-Yahya, N. (2021). Enhancing Religious and Moral Competence through Extracurricular Activities: A Case Study of Islamic Educational Institutions. *International Journal of Educational Research*, 104, 101681. <https://doi.org/10.1016/j.ijer.2021.101681>
- Anggadwita, G., Dana, L. P., Ramadani, V., & Ramadan, R. Y. (2021). Empowering Islamic Boarding Schools by Applying the Humane Entrepreneurship Approach: The Case of Indonesia. *International Journal of Entrepreneurial Behavior & Research*, 27(6), 1580-1604. <https://doi.org/10.1108/IJEBR-11-2020-0797>
- Ansori, A., Hefniy, H., Baharun, H., & Agus, A. H. (2023). Method of Communications Islamic Educational Institutions in Building Branding Image Symbolic Interaction Studies. *Managere: Indonesian Journal of Educational Management*, 5(3), 280-293. <https://doi.org/10.52627/managere.v5i1.156>
- Ariatin, A., Dhewanto, W., & Sudrajad, O. Y. (2022). Business Model in Islamic Business Unit: A Lesson from Islamic Boarding Schools in West Java. *International Journal of Applied Business Research*, 32-49.
- Arifin, S., & Sanjani, M. A. F. (2024). Manajemen Pengembangan Kurikulum Berbasis Ahlussunnah wal Jama'ah dalam Best Practice Pendidikan Islam. *Educazione: Journal of Education and Learning*, 2(1), 28-44.
- Asipi, L. S., Rosalina, U., & Nopiyadi, D. (2022). The Analysis of Reading Habits Using Miles and Huberman Interactive Model to Empower Students' Literacy at IPB Cirebon.

- International Journal of Education and Humanities*, 2(3), 117-125.
<https://doi.org/10.58557/ijeh.v2i3.98>
- Biletska, I. O., Paladieva, A. F., Avchinnikova, H. D., & Kazak, Y. Y. (2021). The Use of Modern Technologies by Foreign Language Teachers: Developing Digital Skills. *Linguistics and Culture Review*, 5(S2), 16-27.
<https://doi.org/10.21744/lingcure.v5nS2.1327>
- Chew, S. L., & Cerbin, W. J. (2021). The Cognitive Challenges of Effective Teaching. *The Journal of Economic Education*, 52(1), 17-40.
<https://doi.org/10.1080/00220485.2020.1845266>
- Chuanchen, C. (2023). Cultivating Cultural Synergy: Unifying Boarding Schools, Local Wisdom, and Authentic Islamic Values for the Enhancement of Islamic Identity. *Managere: Indonesian Journal of Educational Management*, 5(2), 187-197.
<https://doi.org/10.52627/managere.v5i2.339>
- DalGLISH, S. L., Khalid, H., & McMahan, S. A. (2020). Document Analysis in Health Policy Research: The READ Approach. *Health Policy and Planning*, 35(10), 1424-1431.
<https://doi.org/10.1093/heapol/czaa064>
- Diana. (2023). Nurturing Excellence: Leveraging Service Quality for Competitive Advantage in Islamic Boarding Schools. *Journal of Educational Management Research*, 2(1), 13-28. <https://doi.org/10.61987/jemr.v2i1.280>
- Garira, E. (2020). A Proposed Unified Conceptual Framework for Quality of Education in Schools. *Sage Open*, 10(1), 2158244019899445.
<https://doi.org/10.1177/2158244019899445>
- Hamidah, T. (2023). Transformation of Traditional Values to the Phenomenon of Santri Courtship in the Digital Era. *Jurnal Islam Nusantara*, 7(2), 211-222.
<https://doi.org/10.33852/jurnalnu.v7i2.508>
- Hasan, R., Ali, S., & Younes, M. (2021). Holistic Education in Islamic Contexts: A Case Study of the Role of Madrasahs in Developing Student Character. *International Journal of Educational Development*, 83, 102398.
<https://doi.org/10.1016/j.ijedudev.2021.102398>
- Hudzaifah, Y., Ulfah, N., & Pamungkas, M. I. (2021). Child-Friendly Teaching Approach for Arabic Language in Indonesian Islamic Boarding School. *International Journal of Language Education*, 5(1), 501-514.
<https://doi.org/10.26858/ijole.v5i1.15297>
- Jain, N. (2021). Survey versus Interviews: Comparing Data Collection Tools for Exploratory Research. *The Qualitative Report*, 26(2), 541-554.
<https://doi.org/10.46743/2160-3715/2021.4492>
- Johnson, D. W., & Rogers, P. R. (2020). The Impact of Additional Learning Hours on Student Achievement: The Importance of Active Engagement. *Educational Studies*, 46(4), 497-510. <https://doi.org/10.1080/03055698.2020.1719403>

- Kumar, K., Prakash, A., & Singh, K. (2021). How National Education Policy 2020 Can Be a Lodestar to Transform Future Generation in India. *Journal of Public Affairs*, 21(3), e2500. <https://doi.org/10.1002/pa.2500>
- Kurniawan, H., & Widodo, T. (2020). Strengthening Students' Discipline and Courage through Martial Arts Extracurricular Activities in Indonesian Islamic Schools. *Journal of Educational Psychology*, 112(3), 457-469. <https://doi.org/10.1037/edu0000391>
- Maulidah, H. F., Baharun, H., Hefniy, H., & Tohet, M. (2023). Teacher Assistance in the Development of Merdeka Curriculum Learning Devices. *Communautaire: Journal of Community Service*, 2(2), 98-107. <https://doi.org/10.61987/communautaire.v2i2.257>
- Maxwell, J. A. (2021). Why Qualitative Methods Are Necessary for Generalization. *Qualitative Psychology*, 8(1), 111. <https://doi.org/10.1037/qup0000173>
- Mian, S. H., Salah, B., Ameen, W., Moiduddin, K., & Alkhalefah, H. (2020). Adapting Universities for Sustainability Education in Industry 4.0: Channel of Challenges and Opportunities. *Sustainability*, 12(15), 6100. <https://doi.org/10.3390/su12156100>
- Miller, J. P. (2020). *The Holistic Curriculum*. University of Toronto Press.
- Pambudi, N. A., & Harjanto, B. (2020). Vocational Education in Indonesia: History, Development, Opportunities, and Challenges. *Children and Youth Services Review*, 115, 105092. <https://doi.org/10.1016/j.childyouth.2020.105092>
- Purwanto, M. R., Mukharrom, T., & Rahmah, P. J. (2021). Optimization of Student Character Education through the Pesantren Program at the Islamic Boarding School of the Universitas Islam Indonesia. *Review of International Geographical Education Online*, 11(5), 2829-2837.
- Rahayu, A. P., & Dong, Y. (2023). The Relationship of Extracurricular Activities with Students' Character Education and Influencing Factors: A Systematic Literature Review. *Al-Ishlah: Jurnal Pendidikan*, 15(1), 459-474. <https://doi.org/10.35445/alishlah.v15i1.2968>
- Rao, N. J. (2020). Outcome-Based Education: An Outline. *Higher Education for the Future*, 7(1), 5-21. <https://doi.org/10.1177/2347631119886418>
- Renjith, V., Yesodharan, R., Noronha, J. A., Ladd, E., & George, A. (2021). Qualitative Methods in Health Care Research. *International Journal of Preventive Medicine*, 12(1), 20. https://doi.org/10.4103/ijpvm.IJPVM_321_19
- Rusdi, N., Suhermanto, S., & Ali, W. (2022). Internalisasi Nilai-Nilai Pendidikan Agama di Sekolah: Perspektif Manajemen Pendidikan Islam. *Journal of Educational Management Research*, 1(2), 82-94. <https://doi.org/10.61987/jemr.v1i2.39>
- Rutakumwa, R., Mugisha, J. O., Bernays, S., Kabunga, E., Tumwekwase, G., Mbonye, M., & Seeley, J. (2020). Conducting In-Depth Interviews with and Without Voice Recorders: A Comparative Analysis. *Qualitative Research*, 20(5), 565-581. <https://doi.org/10.1177/1468794119884806>

- Schoch, K. (2020). Case Study Research. *Research Design and Methods: An Applied Guide for the Scholar-Practitioner*, 31(1), 245-258.
- Theobald, M. (2021). Self-Regulated Learning Training Programs Enhance University Students' Academic Performance, Self-Regulated Learning Strategies, and Motivation: A Meta-Analysis. *Contemporary Educational Psychology*, 66, 101976. <https://doi.org/10.1016/j.cedpsych.2021.101976>
- Trinidad, J. E. (2020). Understanding Student-Centred Learning in Higher Education: Students' and Teachers' Perceptions, Challenges, and Cognitive Gaps. *Journal of Further and Higher Education*, 44(8), 1013-1023. <https://doi.org/10.1080/0309877X.2019.1636214>
- Wijaya, M. H., & Khoir, A. (2022). Fostering Public Trust: The Transformative Leadership of School Principals. *Indonesian Journal of Education and Social Studies*, 1(1), 51-62. <https://doi.org/10.33650/ijess.v1i1.3475>
- Zhang, X., & Li, Y. (2020). Technology Skills Development through Extracurricular Programs in Chinese High Schools: Preparing Students for the Digital Era. *Journal of Technology and Teacher Education*, 28(2), 195-212. <https://doi.org/10.1016/j.tate.2020.03.001>