

Curriculum Management of Pesantren-Based Madrasah Aliyah at MA Nurul Barokah Bojongsari Purbalingga Central Java



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ABSTRACT: This study explores the management of a pesantren-based Madrasah Aliyah (MA) curriculum in Purbalingga Regency, focusing on the integration of traditional pesantren values with contemporary educational needs. As the global landscape evolves, there is a pressing need to balance the preservation of Islamic identity with the demands of a pluralistic society. The study addresses this by examining how pesantren traditions can be harmonized with modern educational requirements. The development of a pesantren-based curriculum in Madrasah Aliyah is deeply rooted in the rich tradition of Islamic education and traditional sciences that pesantren embody. However, aligning this curriculum with contemporary advancements and broader societal needs presents a significant challenge. This study aims to analyze how traditional values can be effectively integrated into a modern educational framework, ensuring that students are well-prepared for both religious and worldly challenges. The research employs management theories as proposed by Curtis R. Finch, John R. Cruncilton, and Terry, to guide the processes of planning, implementing, supervising, and evaluating the pesantren-based curriculum. A case study was conducted in three pesantren-based MA institutions in Purbalingga Regency, specifically at MA Nurul Barokah Bojongsari Purbalingga. The study utilizes qualitative methods, including curriculum analysis, observations, and interviews to gather data on how pesantren values are incorporated and how the curriculum adapts to modern educational needs. Key findings reveal that integrating pesantren values with contemporary educational approaches results in a more holistic educational model that retains traditional Islamic teachings while addressing modern demands. The study highlights the effectiveness of combining traditional methods with innovative practices and underscores the importance of rigorous supervision and continuous evaluation to ensure curriculum effectiveness. This research provides valuable insights into how pesantren-based Madrasah Aliyah curriculum management can offer a robust model for Islamic education in Indonesia. It offers practical implications for developing educational strategies that respect traditional values while adapting to current and future educational needs.

KEYWORDS: Management, Madrasah Aliyah Curriculum, Pesantren-Based, Islamic Education, Curriculum Integration

I. INTRODUCTION

Curriculum management in Islamic boarding school-based Madrasah Aliyah represents a unique approach to managing educational curriculum in Islamic educational institutions in Indonesia. This approach integrates traditional Islamic education principles with modern curriculum elements, aiming to provide a comprehensive and holistic education. As institutions deeply rooted in boarding school traditions, Madrasah Aliyah (MA) based on Islamic boarding schools not only focuses on academic aspects but also on character formation and the strengthening of students' Islamic identity.

In this context, boarding school-based curriculum management offers several significant benefits. Firstly, the teaching of profound Islamic values becomes a central focus. Islamic boarding schools, as traditional educational institutions, have long been recognized for their ability to transmit deep Islamic values to their students. By adopting a boarding school approach in curriculum management, Madrasah Aliyah can ensure that students gain a strong understanding of Islamic teachings, morality, ethics, and spirituality (Munawar-Rachman & Ulumuddin, 2020). An education that emphasizes these values helps to shape students' character and equip them with a solid moral foundation, which is crucial amidst social changes and globalization.

Secondly, the preservation of cultural heritage and tradition is an important aspect of this approach. Boarding schools play a key role in maintaining and reinforcing cultural and Islamic traditions in Indonesia. By implementing boarding school-based curriculum management, Madrasah Aliyah contributes to the preservation of this cultural heritage and ensures that future generations understand

Curriculum Management of Pesantren-Based Madrasah Aliyah at MA Nurul Barokah Bojongsari Purbalingga Central Java

and appreciate traditional values (Azyumardi Azra, 2012). This includes not only the transmission of Islamic knowledge but also the maintenance of local traditions and cultures that are significant to community identity.

Thirdly, the holistic development of students is a primary goal of boarding school-based curriculum management. This approach not only emphasizes academic aspects but also focuses on the moral, social, and spiritual development of students. By integrating religious learning with general knowledge and practical skills, this approach helps students to develop comprehensively (Mahmud & Ciftci, 2021). This means that students receive not only academic education but also are taught to understand and apply religious teachings in their daily lives.

Fourthly, strengthening Islamic identity amidst globalization and modernization is of paramount importance. In this context, boarding school-based curriculum management helps to reinforce students' Islamic identity by instilling Islamic values in every aspect of learning (Ali, 2022). This helps students stay connected to their religious identity despite being in an increasingly modern and global environment.

Fifthly, readiness to face contemporary challenges is another aspect promised by this approach. Boarding schools have proven capable of producing resilient and adaptive individuals in the face of change. By integrating the boarding school approach in curriculum management, Madrasah Aliyah can prepare students with the skills and knowledge needed to tackle modern challenges (Ali & Amin, 2020). This includes the development of communication skills, problem-solving abilities, and understanding of increasingly important technological tools in the contemporary world.

Sixthly, strong character formation is a key outcome of the boarding school-based curriculum management approach. Boarding schools are known for their ability to shape students' character, such as honesty, discipline, perseverance, and responsibility (Rahman, 2022). Boarding school-based education emphasizes character formation in line with Islamic values, which is crucial for developing high-quality and ethical individuals.

Considering the importance of boarding school-based curriculum management, Madrasah Aliyah can provide education that is both high-quality and aligned with Islamic values and contemporary needs. For example, Madrasah Aliyah Nurul Barokah Bojongsari Purbalingga., implements this approach with a focus on Quran memorization, integration of religious and general subjects, traditional teaching methods, and character and moral development. This research aims to analyze how this approach is implemented within the context of Madrasah Aliyah and evaluate its effectiveness using curriculum management theories described by Curtis R. Finch and John R. Cruncilton (1993) and Terry (1997).

These theories cover four important stages in curriculum management: planning, implementation, supervision, and evaluation. In the context of boarding school-based Madrasah Aliyah curriculum management, these stages include designing a curriculum that fits the characteristics of boarding schools, implementation involving all stakeholders, and ongoing supervision and evaluation to ensure curriculum effectiveness. This research is expected to provide deep insights into how boarding school-based curriculum management can enhance educational quality in Madrasah Aliyah and effectively meet students' needs.

II. METHODS

This study employs a qualitative approach with a multisite study type (Kaelan, 2010). This type of research is chosen because it is relevant to addressing the research focus (Jerome Kirk and Marc L. Miller, 1986). The multisite study is applied because the two research locations have similar traditions, characteristics, and types in the management of curriculum in Islamic boarding schools, making these similarities relevant for analysis using a multisite approach (Yonna S. Lincoln and Egon G. Guba, 1985).

The multisite research method includes three main steps: First, collecting data as analysis material to answer the two research focuses according to the informants' perspectives. Second, analyzing the obtained data to gain an understanding of the management of Islamic boarding school-based curriculum in Madrasah Aliyah across the two specified focuses. Third, conducting data meaning analysis with reference to relevant previous literature to determine the research findings' position.

This research is conducted at MA Nurul Barokah Bojongsari Purbalingga. The research duration is estimated to be around three years, from April 2021 to April 2024. This timeframe is used for preliminary research, proposal refinement, observation and interviews, data collection, and research result compilation.

As the researcher, the author plays a key role in this study, being fully responsible for the design, focus, theory, data, analysis, and research results. Additionally, informants are also research subjects considered experts in curriculum management and religious moderation competencies. They provide information freely and responsibly based on their expertise (Moleong, 2010).

The research subjects include Islamic Religious Education Supervisors for Madrasah Aliyah, school principals, curriculum deputies, curriculum teams, as well as PAI teachers, BK teachers, caregivers, and pesantren staff. Data obtained from these subjects are considered relevant to explain the situation and conditions related to the research on "Management of Islamic Boarding School-Based Curriculum in Madrasah Aliyah in Purbalingga Regency." The research object is MA Nurul Barokah Bojongsari Purbalingga.

The data used in this study consist of primary, main, and supporting data (Moh. Nazir, 2000). Primary data includes records, files, and other documents related to the research focus, such as Islamic boarding school-based curriculum management, curriculum implementation, curriculum organization, and curriculum evaluation. Secondary data are obtained from magazines, articles, madrasah documents, and other sources relevant to the research background. Sources include pesantren caregivers, madrasah principals and their staff, students, and alumni who play roles at regional and national levels (Sugiyono, 2008). Secondary sources include academics, pesantren observers, the community, and others. The selection of informants is purposive, based on specific objectives, considering their authority in discussing the management of Islamic boarding school-based madrasah curriculum. Data collection techniques include participant observation, interviews, documentation, direct observation, physical devices.

Data analysis is performed by describing the collected data. According to Sukardi, describing data means portraying it to obtain a clear and systematic understanding. Data analysis is carried out using the interactive analysis model developed by Miles and Huberman, which includes; data reduction, data presentation, and verification and conclusion drawing

III. RESULT AND DISCUSSION

This section will present and interpret the findings from the study on the curriculum management of Madrasah Aliyah based on pesantren at Madrasah Aliyah Nurul Barokah Bojongsari Purbalingga. The presentation of results involves tables, charts, or other data representations, accompanied by relevant statistical analyses and measurements. The results will then be discussed to uncover implications, compare findings with previous studies, highlight significant trends or patterns, and explain noteworthy observations.

1. Planning

- a) Identification of Pesantren Values The initial stage of curriculum management planning involves identifying the pesantren values to be instilled. Core values such as perseverance, honesty, discipline, and respect for religious traditions should form the educational foundation at the madrasah. Islamic values such as honesty, responsibility, patriotism, social concern, peace, tolerance, discipline, and creativity are deeply instilled to shape students' character (Nur Syamsiyah, 2020).
- b) Determination of Curriculum Priorities Once core values are established, the next step is to determine curriculum priorities. This madrasah emphasizes tahfidzul Qur'an as an integral part of the curriculum. Studies indicate that traditional teaching methods such as repetition, memorization, and group discussion are effective in tahfidzul Qur'an programs to enhance understanding and retention of Quranic verses (Bari & Hasan, 2018).
- c) Integration of Religious and General Subjects Although Islamic religious subjects are the main focus, this madrasah also integrates general subjects such as mathematics, language, and science. This integration aims to apply Islamic values within the context of general subjects. The goal is to align Islamic teachings with secular subjects and achieve a balanced educational approach (Karim & Aziz, 2020).
- d) Selection of Teaching Methods This madrasah prioritizes traditional pesantren teaching methods such as repetition, memorization, and group discussion. However, modern methods suited to student needs are also introduced to enhance teaching effectiveness (Bari & Hasan, 2018).
- e) Development of Teaching Materials Teaching materials are developed in accordance with pesantren values and student needs, including textbooks, presentation materials, and other learning resources. The contents of kitab kuning (traditional Islamic texts) are grouped into fundamental teachings from the Quran and Hadith, as well as developments in Islamic history. Teaching methods used include deductive, inductive, and dialectical approaches (Abdurrahman, 2017).
- f) Character Development of Students This madrasah pays special attention to character and moral development of students according to Islamic teachings through character-building programs, seminars, and extracurricular activities (Ibrahim, 2021).
- g) Evaluation and Adjustment The curriculum is regularly evaluated to ensure educational goals are achieved and student needs are met. Adjustments are made based on feedback from teachers, students, and parents to improve the quality of education (Arianto & Dedi, 2019).

2. Implementation

- a) Integration of Pesantren Values in Teaching During implementation, pesantren values such as perseverance, honesty, discipline, and respect for religious traditions are applied in every aspect of teaching. Teachers reinforce these values through example, instruction, and classroom monitoring, including religious practices such as Fajr prayer and congregational dhuhr prayer (Zainudin, 2021).
- b) Focus on Tahfidzul Qur'an This madrasah places a special emphasis on tahfidzul Qur'an, including designated times for memorization sessions, daily memorization assignments, and regular tahfidzul Qur'an exams. This program is designed to cultivate noble character through intensive guidance, halaqah, and structured evaluations (Choeroni, 2022).

Curriculum Management of Pesantren-Based Madrasah Aliyah at MA Nurul Barokah Bojongsari Purbalingga Central Java

- c) c) Use of Traditional Teaching Methods Traditional teaching methods such as repetition, memorization, and group discussion are used to reinforce students' understanding of the material (Riaz & Asghar, 2021).
- d) d) Supervision by Administrators and Teachers Supervision by administrators and teachers ensures that learning proceeds as planned and provides guidance to improve the quality of student memorization. Supervision includes monitoring student progress and providing quality educational services (PerMen, 2006).
- e) e) Pesantren-Based Extracurricular Activities This madrasah offers extracurricular activities such as tafsir classes, Hadith studies, and regular Islamic study sessions to deepen religious knowledge and enhance love for Islam (Mark K. Smith, 2002).
- f) f) Character and Moral Development Character and moral development of students is carried out through character-building programs, lectures, and social activities that teach Islamic values (Aryanti Dwiyani, 2023).
- g) g) Parental and Community Involvement This madrasah involves parents and the community in curriculum implementation through participation in school events and moral support. This involvement plays a crucial role in supporting students' academic and personal development (Mustafa & Rahman, 2020)

3. Supervision

- a) Monitoring Curriculum Implementation The supervision team regularly monitors curriculum implementation in the classroom, including teaching activities and interactions between teachers and students. This monitoring aims to ensure that curriculum implementation adheres to the plan (Kemenag RI, 2010).
- b) Evaluation of Learning Outcomes Evaluation of learning outcomes includes assessing students' academic progress and mastery of Quranic memorization. This evaluation is conducted objectively to ensure learning results reflect students' efforts (Dadang Suhardan, 2017).
- c) Review of Teaching Materials Teaching materials are reviewed to ensure their alignment with curriculum standards and pesantren values. This review includes the consistency of pesantren educational content with Islamic teachings (In Khozainul Khoiriyah et al., 2020).
- d) Assessment of Teaching Methods Teaching methods are evaluated to ensure their effectiveness in delivering the material. Feedback and recommendations are provided to improve teaching quality (Dadang Suhardan, 2017).
- e) Teacher Development Teacher development includes additional training, mentoring, or experience exchange among teachers to enhance teaching quality (Nurmayani, 2017).
- f) Consultation with Stakeholders Consultation with teachers, students, parents, and the local community is conducted to gather feedback for improving curriculum implementation (Andi Kaslin, 2021).
- g) Development of Improvement Plans Based on supervision results, the madrasah develops improvement plans to enhance the quality of education, address weaknesses, and strengthen successes (Hamid Hasan, 2013).

4. Evaluation

- a) Achievement of Learning Objectives This evaluation measures the extent to which learning objectives are achieved through analysis of students' academic results, understanding of material, and acquired skills (Sri Setyo, 2022).
- b) b) Quality of Tahfidzul Qur'an Evaluation of students' progress in memorizing the Quran includes memorization level, understanding of tajwid, and application of verse meanings (Jamal & Ahmed, 2019).
- c) c) Relevance of Teaching Materials Evaluation ensures that teaching materials are relevant to students' needs and current demands, including the integration of material with Quranic teachings (Suroto, 2021).
- d) d) Effectiveness of Teaching Methods Assessment of teaching methods includes whether methods effectively engage students, facilitate understanding, and stimulate critical thinking (Ramzi, Muhajirin, 2022).
- e) e) Integration of Pesantren Values Evaluation is conducted to ensure that pesantren values are reflected in students' daily lives, including religious practices and ethics (Moh Mundzir, 2023).
- f) f) Parental and Community Involvement Evaluation includes assessing the involvement of parents and the community in the madrasah's education (Mustafa & Rahman, 2020).
- g) g) Improvements and Development Based on evaluation results, the madrasah develops strategies for improvements and development to enhance curriculum quality, teaching, and educational management (Aisyah Hidayat, 2022).

The findings from this study indicate that pesantren-based curriculum management at Madrasah Aliyah Nurul Barokah Bojongsari Purbalingga effectively integrates Islamic values through systematic planning, implementation, supervision, and evaluation. This approach results in a holistic educational process, emphasizing character and spiritual development of students, as well as involvement of parents and the community.

Curriculum Management of Pesantren-Based Madrasah Aliyah at MA Nurul Barokah Bojongsari Purbalingga Central Java

The study aligns with previous research showing that pesantren-based curricula can significantly enhance religious education quality and character formation (Slamet, 2016; Wati, 2020). The integration of religious and general subjects, as well as the chosen traditional teaching methods, supports optimal development of Quranic memorization (Kusumah & Setiawan, 2018).

However, challenges in implementation, such as resource limitations, the need for teacher training, and dynamic curriculum changes, need to be addressed to achieve better outcomes in the future. The madrasah should continue to develop sustainable evaluation and improvement strategies to meet community and stakeholder expectations (Andi Kaslin, 2021).

This research contributes to the understanding of the effectiveness of pesantren-based curriculum management and can serve as a reference for other madrasahs seeking to implement similar approaches. Further implementation and development of pesantren-based curricula are expected to produce generations that excel not only in knowledge but also in character and ethics.

IV. CONCLUSIONS

Planning for pesantren-based curriculum management at Madrasah Aliyah Nurul Barokah Bojongsari Purbalingga. requires a comprehensive approach. Identifying pesantren values such as perseverance, honesty, and discipline serves as the primary foundation, while setting curriculum priorities emphasizes tahfidzul Qur'an. Integration of religious and general subjects, the selection of effective teaching methods, and the development of teaching materials aligned with pesantren values are crucial aspects of planning. Additionally, character development and regular evaluations are important components to adjust the curriculum to meet the needs and educational goals. In implementation, Madrasah Aliyah Nurul Barokah Bojongsari Purbalingga. consistently applies pesantren values in teaching. Emphasis on tahfidzul Qur'an and the use of traditional teaching methods such as repetition and group discussion are key to the learning process. Supervision by administrators and teachers, as well as pesantren-based extracurricular activities, also play a role in supporting learning. Character development and the involvement of parents and the community further reinforce curriculum implementation, ensuring quality education in line with pesantren principles. Supervision is carried out comprehensively to ensure the effectiveness of the curriculum. Regular monitoring of curriculum implementation, evaluation of learning outcomes, and review of teaching materials and methods are essential steps in this process. Teacher development through additional training and consultation with stakeholders is also part of the supervision. Improvement plans are formulated based on supervision results to enhance the quality of education and ensure the curriculum remains relevant to students' needs. Curriculum evaluation focuses on the achievement of learning objectives, the quality of tahfidzul Qur'an, the relevance of teaching materials, the effectiveness of teaching methods, and the integration of pesantren values. This evaluation includes assessing parental and community involvement and developing and improving the curriculum based on evaluation results. Comprehensive evaluation allows Madrasah Aliyah Nurul Barokah Bojongsari Purbalingga. to continually improve education quality and effectively achieve educational goals.

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