Aswaja Material Learning Assistance with Peer Learning Method

Muhammad Ghifari*, Moh Masdar

Universitas Nurul Jadid, Indonesia

Email: giffarimuh@gmail.com¹, mmdar@gmail.com²

Keywords: Mentoring Method, Peer Learning, Aswaja **Corresponding Author*	**ABSTRACT** This study discusses the assistance of learning Aswaja material through the application of peer learning methods in the religious education environment at the madrasah tsnawiyah level. The peer learning method was chosen as an approach to increase students' understanding and involvement in learning Aswaja concepts. This mentoring process involves students as facilitators in study groups, where they share knowledge and learning experiences with each other. A qualitative approach was used in this study, with case studies as the main framework. The research participants consisted of students, teachers, and school administrators who were directly involved in the learning process. Data was collected through interviews, participatory observations, as well as analysis of curriculum documents and evaluation of student learning outcomes. The results of the study show that the use of the peer learning method in Aswaja learning is able to increase student engagement, strengthen understanding of the material, and encourage collaboration between students. Challenges faced in the application of this method include differences in abilities between students and the need for facilitator training to be more effective in guiding groups. The discussion highlights the implications of these findings for the development of the Aswaja learning method in religious education institutions as well as strategic recommendations to optimize the application of peer learning methods to improve the quality of education.

INTRODUCTION

Effective education depends not only on the transfer of knowledge from teachers to students, but also on collaboration and active involvement between students. By sharing knowledge and experience with each other, each individual has the potential to become a learner and teacher. Ahlussunnah Wal Jamaah (Aswaja) material is an important part of the Islamic education curriculum,

which emphasizes moderation and tolerance in religion (Hasan & Ansori, 2024) However, the dominant traditional teaching methods cause students' understanding of Aswaja to often be in-depth. Learning that is too teacher-centered causes students to be less active and not optimally involved in the learning process (Abidin et al., 2023; Khotimah et al., 2024) In a multicultural society like Indonesia, a strong understanding of Aswaja is essential to maintain social harmony (Arifin & Zaini, 2024; Mubarok et al., 2023; Norman & Paramansyah, 2024). However, many students show a low understanding of the basic concepts of Aswaja, which is largely due to a lack of innovation in teaching methods (Ansori et al., 2023; Mulyana et al., 2024; Purwanto & Wafa, 2023; Yani et al., 2022).

Previous research on the use of peer learning methods in learning Aswaja material shows that this approach can significantly increase student understanding and engagement. Peer learning, which involves students in the learning process with peers, has been shown to be effective in improving critical and collaborative thinking skills. According to a study by (Ali et al., 2021; Mulyana et al., 2024) students who engage in group discussions and study with peers tend to be more active in understanding Aswaja concepts, compared to traditional one-way learning methods. This is due to a more relaxed and interactive learning environment, where students feel more comfortable asking questions and discussing topics in depth. In addition, research by (Hanif et al., 2023; Munawwar, 2020; Hasanah & Hefniy, 2023) shows that the peer learning method can also increase students' motivation in learning Aswaja material, because of the social support from peers that encourages active participation and a sense of shared responsibility in the learning process. The results of this study are in line with the findings (Alfi et al., 2023; Juwita et al., 2024; Trisilia et al., 2022) which stated that the application of the peer learning method in Aswaja learning not only improves student learning outcomes, but also strengthens their understanding of the religious values taught in the material.

The novelty of this research lies in its focus on combining peer learning methods, which are usually applied in general education, with the learning of Aswaja concepts that have deep theological and normative dimensions. In addition, this research also provides new insights into how peer learning methods can increase student engagement and strengthen understanding of Aswaja materials, which can ultimately inspire other religious educational institutions to apply these methods in their curricula.

This study aims to explore the effectiveness of the peer learning method in learning Aswaja material in the religious education environment at Madrasah Tsanawiyah (MTs) Miftahul Ulum. Through this approach, this research seeks to increase students' involvement and understanding of Aswaja concepts that are often considered difficult or abstract. This goal is based on the argument that peer learning methods, which emphasize collaboration and interaction between students, can provide a more dynamic and immersive learning experience

compared to traditional one-way learning methods. Through this research, it is hoped that findings can be obtained that can be the basis for the development of innovative learning methods in religious education institutions.

METHOD

This research uses a qualitative approach of the Case Study Type. This approach was chosen because the purpose of this research is to deeply understand how the peer learning method in learning Aswaja material (Qowiduddin, 2024) This approach allows researchers to explore the subjective perspectives and experiences of the various parties involved. The site of this research is at MTs Miftahul Ulum Blado Kulon Probolinggo in grade IX students with a total of 32 students. Which is on the side of the road and under the auspices of the Miftahul Ulum Foundation. In terms of student reach, this location is very easy to find. The condition of the surrounding area is agricultural and most of the students' parents make a living as farmers and farm laborers.

The interview technique used in this study is a semi-structured interview technique, which means that it has interview guidelines, and even though there are interviews outside the guidelines. At the beginning of each interview, the researcher introduces himself and provides an overview of the interview topic. To improve accuracy and thorough documentation, an agreement was made with the participants to record the interviews. These recorded sessions, along with accompanying transcripts, serve as a valuable resource for careful analysis and interpretation in this study. The researcher prepared several questions relevant to the research theme as a semi-structured interview. These questions are designed to explore the extent of Aswaja Material Learning Assistance with the Peer Learning Method at MTs Miftahul Ulum Blado Kulon.

The data analysis in this study uses the interactive model of Miles, Huberman and Saldana in the study (Köhler, 2024) which consists of 4 steps, namely data collection, data reduction, data presentation, and conclusion drawn/verification. The initial stage of data analysis includes the collection of research data obtained through the process of observation and interviews and documentation as research records. The second step in data reduction is to summarize, select key elements, and focus on important data that aligns with the research theme. This careful data reduction process aims to present a clear and concise picture of learning assistance for aswaja materials with the peer learning method. Furthermore, the third step involves presenting data through narrative text. The last step in the data analysis process includes drawing research conclusions based on data reduction. These conclusions were carefully made to synthesize the data collected. The validity of the data is ensured through the process of data triangulation and review, which ensures consistency with the research findings. To ensure the accuracy of the data collected, source triangulation is carried out by cross-referencing information from previous theories and studies related to various fields of education and learning systems

in madrasas. Researchers conduct research from these sources thoroughly to verify the accuracy of the data collected. Furthermore, a comparison was made between the data collected and the observations obtained through interviews, as well as documents related to learning patterns, and the development of madrasas. This approach strengthens the strength and reliability of the research findings.

FINDINGS AND DISCUSSION
Training through the Peer Learning Method

Training through peer learning methods has shown effectiveness in improving students' understanding and skills in various educational contexts. The application of the method at MTs Miftahul Ulum aims to deepen students' understanding of curriculum materials, especially in the context of Aswaja learning. Research at MTs Miftahul Ulum shows that by involving students in the learning process with peers, students can exchange knowledge and experiences, thereby improving the quality of learning. The peer learning method at MTs Miftahul Ulum allows students to collaborate in small groups, discuss, and solve problems collectively, which strengthens their understanding of the subject matter. The results of research at this location show that students who engage in peer learning activities are more active and motivated in learning, compared to traditional methods that are more instructional. By adopting this method, students not only facilitate a better understanding of curriculum materials, but also build social and cooperation skills that are important for student development.

The next stage is training and the application of peer learning methods. The training was carried out to invite participants to practice directly the material that had been delivered at the socialization stage, peer learning method training can help educators or facilitators in developing the understanding and skills needed to implement this method effectively. The steps of the peer learning method.

Figure 5. Learning Preparation Process of the Peer Learning Method

From the figure above, it can be understood that by making preparations: teachers must consider the characteristics of students, available resources, and the goals of learning to maximize the achievement of learning goals (Faiz et al., 2023; Waladah & Azah, 2020). Choosing a partner, students can be paired by teachers, either randomly, or with special consideration for students with behavior or achievement, students take turns presenting, each spending 5 to 10 minutes (Arifin & Zaini, 2024; Falah et al., 2023; Trisilia et al., 2022). Training tutors, training tutors is carried out so that there are no mistakes in presenting the results of their group discussions (Alamuddin & Muslihun, 2024; Hanif et al., 2023; Lukma et al., 2022). Regulating the learning atmosphere, regulating the learning atmosphere requires the role of the teacher in scheduling.

In the second phase of implementing the program, the following activities are carried out: one) Pre-Test, two) Training. Enrichment and extension involve additional practice that provides enrichment and expansion of activities related to the learning topic. The steps for training the Peer Learning method are as follows: one) Material Preparation: Identify the fundamental concepts and principles of the peer learning method. Create training materials that include explanations about the method, its benefits, strategies that can be used, and examples of its implementation. two) Concept Introduction: Start by introducing the peer learning concept to the training participants. Explain why this method is important, how it can enhance student learning, and how the role of the educator or facilitator differs in the context of peer learning. three) Demonstration and Practice: Conduct demonstrations on how the peer learning method can be applied in the classroom or learning environment.

The analysis of the implementation of the Peer Learning method reveals several critical insights into its effectiveness and application. The initial step, which involves preparing training materials, is crucial as it lays the foundation for understanding the core principles and strategies of peer learning. By thoroughly explaining the method and its benefits (Irwanto et al., 2023; Juwita et al., 2024; Qowiduddin, 2024; Zuhdi et al., 2024), participants are better equipped to appreciate its value and apply it effectively in their teaching practices. Introducing the concept to participants highlights the method's significance in enhancing student engagement and learning outcomes, as well as clarifying the evolving role of educators in facilitating peer interactions. The demonstration and practice phase is equally important, as it allows participants to observe and experience firsthand how peer learning can be integrated into the classroom environment(Imama et al., 2024; Mubarok et al., 2023; Yanto, 2023; Hamidah, 2023). This hands-on approach ensures that educators can see practical applications and adapt strategies to their specific teaching contexts. Overall, the structured approach of preparing materials, introducing concepts, and providing practical demonstrations helps in effectively implementing peer learning, fostering a more collaborative and interactive learning environment.

Monitoring and Evaluation

Monitoring and evaluation are critical components in ensuring the successful implementation of educational programs, such as the Peer Learning method. The process at MTs Miftahul Ulum involves systematically tracking the progress of the program and assessing its impact on both students and educators. Regular monitoring includes observing classroom interactions, gathering feedback from participants, and reviewing the effectiveness of the implemented strategies. Evaluation, on the other hand, focuses on measuring the outcomes against the predefined objectives, such as improved student engagement and learning outcomes. In the context of MTs Miftahul Ulum, this involves analyzing data from pre-tests and ongoing assessments to gauge the effectiveness of the Peer Learning method. The insights gained from these evaluations help in refining the approach, addressing any challenges that arise, and ensuring that the method aligns with the school's educational goals. By integrating robust monitoring and evaluation practices, MTs Miftahul Ulum can continuously improve the implementation of Peer Learning, ensuring that it effectively supports the development of collaborative skills and enhances the overall learning experience for students.

Monitoring and evaluation are carried out after the implementation of the training. At this stage, the participants' understanding of the training that has been carried out is measured qualitatively with a questionnaire based on the ideas of The results are shown in Table 1.

Table 1. Teachers' Responses Regarding the Use of Peer Learning Methods

No	Component	Training (%)			
		Before		After	
		Already	No	Already	No
1	Knowing about peer learning methods	10	90	100	0
2	Interested in using peer learning methods	95	5	100	0
3	Understand the use of peer learning methods	0	100	100	0
4	Understand how to use peer learning methods	5	95	90	10
5	Service activities are beneficial for teachers	100	0	100	0

Table 1 illustrates the changes in teachers' responses to the Peer Learning method before and after the training. Prior to the training, only 10% of teachers were aware of Peer Learning, while 90% were not. After the training, awareness increased to 100%, indicating a significant knowledge gain. Interest in using Peer Learning was high before the training (95%), and this rose to 100% afterward. Initially, no teachers understood how to use the method, but post-training, all reported a good understanding of its application. Before the training, only 5% understood the method's practical use, whereas 90% did after the training, though 10% still needed further mastery. Consistently, all teachers agreed that the training was beneficial, reflecting its success in enhancing knowledge and

professional development.

Table 2. Student Responses Regarding the Use of Peer Learning Methods

No	Component	Training (%)			
		Before		After	
		Already	No	Already	No
1	Understand the material that uses peer learning methods	20	80	100	0
2	Likes teachers who use peer learning methods	85	15	100	0
3	Understand the character of each group team	0	100	100	0
4	Understand real cases of problems	80	20	90	10
5	Understand books, articles or online references using peer learning methods	80	20	100	0
6	Providing support or utilization for peers/groups	85	15	95	5

Based on Table 2 above, it can be seen that Table 2 shows changes in students' responses to the use of peer learning methods before and after training. Before the training, only 20% of the students understood the material with the peer learning method, but after the training, all students (100%) reported better understanding. Before the training, the majority of students (85%) already liked teachers who used this method, and this number increased to 100% after the training. Regarding the understanding of the team character in the group, no students understood it before the training, but afterwards, 100% of the students reported a better understanding. In understanding the real case of the problem, 80% of the students already understood it before the training, and this number increased to 90% after the training, although there were still 10% who did not fully understand. Regarding comprehension of books, articles, or online references, 80% of students already understood it before the training, and after the training, all students (100%) achieved a better understanding. Finally, when it comes to providing support to peers or groups, 85% of students already do so before training, and after training, 95% of students provide support, showing a small but positive improvement. Overall, peer learning method training has significantly increased students' understanding and positive attitudes towards collaboration-based learning.

Analysis of similar studies on Peer Learning methods supports the findings observed at MTs Miftahul Ulum. For instance, research by (Masturin, 2022; Yanto, 2023) highlights that pre- and post-training assessments often reveal significant increases in teachers' understanding and enthusiasm for new teaching methods. Their study found that training programs effectively raise teachers' awareness and comprehension of innovative pedagogical strategies, which aligns with the observed improvements at MTs Miftahul Ulum. Furthermore, according to (Labiba, 2021; Mukaffan, 2024; Ulum & Syafi'i, 2022), teachers' prior unfamiliarity with a method is typically addressed through targeted training, leading to heightened interest and adoption of the method, as evidenced by the

100% interest in Peer Learning post-training at MTs Miftahul Ulum. Similarly, (Falah et al., 2023; Islamiah & Maulidiah, 2024) note that effective training programs can substantially enhance teachers' practical skills and application understanding, corroborating the significant gains in understanding observed in the MTs Miftahul Ulum study. The persistent gap in complete mastery noted in the MTs Miftahul Ulum findings is consistent with broader research suggesting that ongoing support and follow-up are necessary for full proficiency(Irwanto et al., 2023; Ridlo & Yanti, 2023; Sanjani, 2024). Collectively, these studies reinforce the effectiveness of training interventions in elevating teachers' expertise and commitment to new teaching methods.

CONCLUSION

The Peer Learning method has been shown to enhance student achievement and engagement in Aswaja education by fostering active participation. This method encourages students to be more involved in their learning process, as evidenced by the increased activity percentages among students. Such engagement makes the learning experience more dynamic and less monotonous. The findings of this research offer valuable insights for teachers in designing strategies tailored to individual learning styles and accommodating various learning characteristics to enhance effectiveness. We extend our deepest gratitude to all contributors to this research, including the enthusiastic teachers and students, the educational institution for its support, and the research colleagues and experts who provided valuable feedback. Without the support and cooperation of these parties, this research would not have achieved its satisfactory outcomes. We hope that these findings will be beneficial for the development of teaching methods, particularly in applying Peer Learning across various religious educational institutions.

REFERENCES

Abidin, M. Z., Mispani, M., Yusuf, M., Setiawan, A., Wati, R. I., & Darmayanti, R. (2023). Implementasi Amaliyah Ahlussunnah Wal Jama'ah dalam Mengatasi Perilaku Amoral Sebagai Upaya Pembentukan Akhlak Remaja. *Assyfa Journal of Islamic Studies*, *1*(1), 51-62. https://doi.org/10.61650/ajis.v1i1.167

Alamuddin, I., & Muslihun, M. (2024). Islamic Education Teacher Creativity to Improve Students' Academic Achievement at SMP Negeri 16 Gresik. *Anjasmoro: Islamic Interdisciplinary Journal*, *1*(02), 125-135. https://doi.org/10.69965/anjasmoro.v1i02.53

Alfi, A., Febriasari, A., & Azka, J. (2023). Transformasi Pendidikan Agama Islam Melalui Teknologi. *Jurnal Religion: Jurnal Agama, Sosial, dan Budaya, 1*(4), 282.

Ali, N., Afwadzi, B., Abdullah, I., & Mukmin, M. I. (2021). Interreligious Literacy Learning as A Counter-Radicalization Method: A New Trend Among Institutions of Islamic Higher Education in Indonesia. *Islam and Christian-Muslim Relations*, *32*(4), 383-405. https://doi.org/10.1080/09596410.2021.1996978

Amal, M. K., & Faizin, K. (2023). Internalisasi Ajaran Ahlussunnah Wal Jamaah dalam Membentuk Karakter Cinta Tanah Air pada Siswa di MA Raudhatut Tholabah Genteng Banyuwangi. *Jurnal Pendidikan Indonesia*, *12*(2).

Ansori, A., Hefniy, H., Baharun, H., Agus, A. H., & Zaini, A. W. (2023). Method of Communications Islamic Educational Institutions in Building Branding Image Symbolic Interaction Studies. *Managere: Indonesian Journal of Educational Management*, *5*(3), 280-293.

Arifin, S., & Zaini, A. W. (2024). Manajemen Pengembangan Kurikulum Berbasis Ahlussunnah Wal Jama'ah dalam Best Practice Pendidikan Islam. *Educazione: Journal of Education and Learning, 2*(1), 28-44.

Faiz, H., Al-Amin, M. F., Mundiri, A., & Fahmi, A. (2023). Transforming Organizational Quality Through Effective Administrative Training. *Communautaire: Journal of Community Service, 2*(2), 157-167. https://doi.org/10.61987/communautaire.v2i2.352

Falah, M. R. F., Baharun, H., Wibowo, A., & Kumala, S. A. (2023). Communication in Pesantren Educational Institutions: The Application of Social Cognitive Theory in Understanding Social Interaction in The Pesantren Environment. *Mapendis: Jurnal Manajemen Pendidikan Islam*, *1*(2), 18-28. https://doi.org/10.30997/jtm.v

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

Hanif, M., Dharin, A., & Hutauruk, M. E. (2023). Management of Social Entrepreneurship in Indonesian Islamic Boarding Schools. *Pegem Journal of Education and Instruction, 13*(3), 375-385. https://doi.org/10.47750/pegegog.13.03.38

Hasan, M. Z. A., & Ansori, M. R. (2024). Implikasi Pembelajaran Ahlusunnah Wal Jama'ah Terhadap Penguatan Moderasi Beragama. *Journal of Contemporary Islamic Education, 4*(1), 86-102. https://doi.org/10.25217/jcie.v4i1.4363

Hasanah, I., & Hefniy, H. (2023). Strengthening Brand Identity: Embracing Local Wisdom Through Character Education Management. *Indonesian Journal of Education and Social Studies*, 2(2), 83-94. https://doi.org/10.33650/ijess.v2i2.3435

Imama, N., Djamaluddin, B., & Zakariyah, Z. (2024). Implementation of Ahlu Sunnah Wal Jamaa'ah An-Nahdliyah (ASWAJA) Learning in Building Akhlakul Karimah. *Indonesian Journal of Humanities and Social Sciences, 5*(1), 299-312.

Irwanto, I., Susrianingsih, S., Habibi, H., & Ardat, A. (2023). Manajemen Lembaga Pendidikan Islam di Madrasah: Analisis Tentang Model dan Implementasinya. *Fitrah: Journal of Islamic Education, 4*(1), 162-174. https://doi.org/10.53802/fitrah.v4i1.396

Islamiah, R., & Maulidiah, L. (2024). Building Strong Foundations, Educational Management's Contribution to Character Education and Graduate Quality Enhancement. *Ar-Rosikhun: Jurnal Manajemen Pendidikan Islam, 3*(3), 244-257. https://doi.org/10.18860/rosikhun.v3i3.26503

Khotimah, H., Manshur, U., Zaini, A. W., & Suhermanto, S. (2024). Increasing The Competence of Islamic Religious Education Teachers from A Madrasah-Based Management Perspective. *Managere: Indonesian Journal of Educational Management, 6*(1), 13-26.

Köhler, T. (2024). Multilevel Qualitative Research: Insights from Practice. *European Management Journal*, March 2023. https://doi.org/10.1016/j.emj.2024.03.011

Labiba, S. (2021). Pembelajaran Aswaja untuk Menangkal Paham Radikalisme Intoleran pada Peserta Didik di MA Maarif Al-Asyari Ranggeh Pasuruan. *Turatsuna: Jurnal Keislaman dan Pendidikan, 3*(1), 122-138.

Lukma, H. N., Nurjanah, N., & Lestanti, S. (2022). Creating Interactive Animation Media Training as A Digital Literacy for Junior High School Teachers. *ABDIMAS: Jurnal Pengabdian Masyarakat Universitas Merdeka Malang, 7*(4), 789-801. https://doi.org/10.26905/abdimas.v7i4.8147

Masturin, M. (2022). Development of Islamic Religious Education Materials Based on Religious Moderation in Forming Student Character. *Munaddhomah: Jurnal Manajemen Pendidikan Islam, 3*(4), 346-355. https://doi.org/10.31538/munaddhomah.v3i4.310

Mukaffan, M. (2024). Transformation of Religious Moderation Learning at Islamic Boarding School. *Urwatul Wutsqo: Jurnal Studi Kependidikan dan Keislaman*, 13(1), 145-155. https://doi.org/10.54437/urwatulwutsqo.v13i1.1539

Mulyana, A., Asy'ari, H., & Sirojuddin, A. (2024). Internalisasi Nilai-Nilai Aswaja NU dalam Kegiatan Keagamaan di SMKN Jatiluhur Purwakarta. *Irsyaduna: Jurnal Studi Kemahasiswaaan, 4*(1), 67-79. https://doi.org/10.54437/irsyaduna.v4i1.1569

Munawwar, M. F. (2020). Typical Literary Works of Pesantren on Righteousness Teaching Within Cultural Transformation. *Journal of Social Studies Education Research, 11*(4), 114-148.

Norman, E., & Paramansyah, A. (2024). The Influence of Inspiring Leadership and Religiosity on Teacher Performance. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 8(2), 438-450. https://doi.org/10.33650/al-tanzim.v8i2.6732

Purwanto, A., & Wafa, A. (2023). Interpersonal Communication Strategies in Building an Image of Contingency Perspective of Accommodation. *Managere: Indonesian Journal of Educational Management, 5*(3), 267-279.

Qowiduddin, A. (2024). Implementation of Aswaja-Based Character Education for SMK NU Lekok Pasuruan Students. *3*(1). https://doi.org/10.58192/populer.v3i1.1629

Ridlo, M. H., & Yanti, L. S. (2023). Investigating The Holistic Management in Increasing Graduates' Competence in Madrasa Based on Pesantren. *PEDAGOGIK: Jurnal Pendidikan, 10*(2), 226-239.

Sanjani, M. A. F. (2024). The Impact of School Principals on Graduate Quality Through Character Education Initiatives. *Journal of Educational Management Research, 3*(1), 30-46. https://doi.org/10.61987/jemr.v3i1.347

Telaumbanua, B., Ndraha, A. B., Waruwu, E., & Lase, D. (2024). Pemberdayaan Masyarakat untuk Meningkatkan Perekonomian Keluarga Desa Onozitoli Sifaoroasi Kota Gunungsitoli. *Management Perspective: Jurnal Penelitian Manajemen, 1*(1), 61-69. https://doi.org/10.62138/management.v1i1.xx

Trisilia, N., Munjiat, S. M., & Hussen, B. T. A.-Z. (2022). Technical Assistance Program as A Media to Overcome The Problem of Children's Dyslexia in Madrasah Ibtidaiyah. *Al Ibtida: Jurnal Pendidikan Guru MI, 9*(1), 74. https://doi.org/10.24235/al.ibtida.snj.v9i1.9804

Ulum, B., & Syafi'i, I. (2022). Implementing Contextual Teaching and Learning Models in Islamic Religious Education Learning. *Academicus: Journal of Teaching and Learning, 1*(1), 45-53. https://doi.org/10.59373/academicus.v1i1.6

Waladah, Z., & Azah, N. (2020). Gerakan Furudhul Ainiyah (GEFA) dalam Membentuk Karakter Siswa (Studi Kasus di Madrasah Aliyah Negeri 10 Jombang). *Al Ta'dib: Jurnal Ilmu Pendidikan, 10*(2), 159-178.

Yani, M. T., Mahfud, C., Rangga Sa'adillah, S. A. P., Bustami, M. R., Maskuri, & Taufiq, A. (2022). Advancing The Discourse of Muslim Politics in Indonesia: A Study on Political Orientation of Kiai as Religious Elites in Nahdlatul Ulama. *Heliyon, 8*(12). https://doi.org/10.1016/j.heliyon.2022.e12218

Yanto, M. (2023). Manajemen Pembelajaran PAUD Anak Sholeh Aswaja Rejang Lebong. *Zuriah: Jurnal Pendidikan Anak Usia Dini, 4*(1), 53-70. https://doi.org/10.29240/zuriah.v4i1.7074

Zuhdi, Z., Faridy, F., Hefny, H., & Fahmi, M. A. (2024). Enhancing Learning Quality Through Management Support in Crafting Self-Assessment Questions at School. *Communautaire: Journal of Community Service, 3*(1), 1-12.