



From Strategy to Practice: A Roadmap for Implementing an Integrated Dormitory Curriculum for I'dadiyah Students in Islamic Boarding Schools

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ABSTRACT

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The purpose of this study is to explore strategic approaches for implementing and optimizing a dormitory-based curriculum while designing a practical learning roadmap for new I'dadiyah students. Unlike conventional education, the dormitory curriculum emphasizes not only academic achievement but also character building and essential life skills. Adopting a case study design with a qualitative approach, data were collected through observation, in-depth interviews, and document analysis related to the I'dadiyah dormitory program. The findings highlight the importance of synergy among administrators, educators, and students, supported by a structured learning roadmap. This roadmap outlines three key stages: adaptation, reinforcement of basic competencies, and personal development. By integrating holistic learning methods with continuous evaluation, the dormitory curriculum can be effectively optimized to foster both intellectual and moral growth. The study concludes by recommending the strengthening of monitoring and evaluation systems as well as the active engagement of all stakeholders. Such strategic implementation ensures that the dormitory curriculum functions not merely as an academic framework but as a transformative model for cultivating well-rounded, resilient, and capable students in the pesantren environment.

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INTRODUCTION

Education, particularly in Islamic boarding schools, plays a pivotal role in shaping students into well-rounded individuals. Beyond the acquisition of academic knowledge, these institutions are increasingly tasked with fostering holistic development—incorporating both cognitive and emotional growth. This is essential in addressing the demands of a rapidly changing society where

ethical conduct, personal responsibility, and emotional intelligence are just as critical as intellectual competence. Boarding education provides a structured environment that supports these dual aspects of growth. As highlighted by various educational studies such as Arroisi et al. (2025) and Carnawi et al. (2024), programs aimed at nurturing character development within such settings lead to stronger resilience among students, preparing them to thrive in complex social contexts. Thus, research into the implementation of integrated learning models in dormitory-based schools is not only crucial but also urgent, as it directly contributes to societal demands for producing responsible, capable citizens ready for modern challenges. This study, therefore, offers an essential investigation into this vital aspect of educational reform (Arroisi et al., 2025; Maulana & Rifai, 2025).

Despite its potential, Islamic boarding schools face challenges in aligning their curricula with the evolving needs of students (Mustafidin et al., 2024). Many institutions, including *I'dadiyah*, continue to rely on traditional methods that emphasize religious education and academic content, while neglecting to equip students with life skills necessary for their personal growth and adaptation to society. The absence of a comprehensive learning roadmap exacerbates the problem, leading to a lack of clear guidance for students, particularly during their early stages in dormitory life. Research by Basori et al. (2023) indicates that the absence of structured support for new students hampers their ability to adjust to the demanding environment, thereby undermining both academic and personal development. This issue is further complicated by the broader societal expectation that graduates from these institutions must be academically proficient as well as morally and emotionally balanced. Thus, the need for a curriculum that addresses both academic and character development becomes more pressing than ever (Basori et al., 2023).

In *I'dadiyah* dormitories, new students often encounter difficulties adjusting to the demanding structure of boarding school life. These challenges are not merely academic but encompass social, emotional, and moral dimensions as well. Many students struggle with balancing religious obligations, academic duties, and their social interactions with peers (Amoloria et al., 2025; Pulungan et al., 2025). The lack of clear guidance leads to frustration, reduced motivation, and, in some cases, disengagement from learning activities. This situation is further compounded by inconsistencies in how educators implement the curriculum (Española & Ouano, 2024; Yuldasheva, 2025). Interviews with administrators reveal that the lack of a structured roadmap has resulted in confusion over roles, expectations, and responsibilities. This fragmentation in curriculum delivery prevents the students from experiencing the holistic education the school intends to provide, hindering both their academic progress and their moral and personal development. Therefore, this research seeks to

understand and address these challenges by proposing a more coherent and structured approach to curriculum implementation in dormitory schools (Carnawi et al., 2024).

Previous studies on dormitory-based education have explored various aspects of how such settings can foster holistic student development. Research has found that holistic learning strategies in boarding schools improve both academic performance and moral awareness (Maa'uun et al., 2025; Suriansyah & Bachri, 2025). However, these studies tend to focus on outcomes, such as student achievements and behavioral changes, rather than on the processes that lead to these results. Similarly, other studies have emphasized the integration of values-based education into the curriculum, which undoubtedly influences students' character formation (Maa'uun et al., 2025). While these studies contribute valuable insights, they overlook the need for a comprehensive, structured roadmap that can guide students through the early stages of adaptation, competency building, and personal growth. This gap in the literature highlights the need for research that goes beyond outcomes and provides actionable frameworks for implementing a curriculum that integrates academic and character development effectively.

Further research has addressed the issue of curriculum implementation inconsistencies in boarding schools, particularly those that lack a standardized approach to learning. While some studies identify the challenges of non-standardized curricula (Pratiwi, 2024), they do not offer detailed, practical solutions for overcoming these issues. Evidence suggests that structured learning roadmaps could improve student engagement (Setiyorini & Ibad, 2025; Orr et al., 2024), yet their findings remain broad and not tailored to the unique context of Islamic boarding schools such as I'dadiyah. This lack of a context-specific framework leaves a significant gap in the literature, as existing studies do not provide a detailed, practical model that can be implemented in specific settings. Thus, this study positions itself to fill this gap by developing a strategic model that integrates the necessary elements for effective curriculum implementation in dormitory-based education (Pratiwi, 2024).

The novelty of this study lies in its focus on creating a learning roadmap tailored specifically to the needs of new students in I'dadiyah dormitories. Previous studies have either focused on academic outcomes or moral development but rarely combine these aspects into a single, comprehensive framework for curriculum design. By emphasizing a holistic approach that includes adaptation to the boarding school environment, competency development, and personal growth, this research fills a crucial gap. Its state-of-the-art contribution lies in operationalizing the concept of holistic education through a structured and context-sensitive roadmap. This roadmap is expected

to provide a practical and replicable model that can address the current challenges faced by students, educators, and administrators, ensuring that the curriculum fosters both academic success and moral development.

The central research problem addressed by this study is how to design and implement a strategic, structured learning roadmap that can optimize the dormitory curriculum for new students at I'dadiyah. The study argues that a tailored roadmap, integrating adaptation, competency development, and personal growth, is essential for overcoming the current challenges in curriculum implementation. By examining both institutional practices and individual student experiences, this research will contribute to a deeper understanding of how Islamic boarding schools can better fulfill their dual mission of academic excellence and character development. The study's expected contribution is twofold: it will provide a theoretical framework for curriculum implementation and offer practical guidelines for educators and administrators to improve the learning environment for students. This research is crucial in enhancing the quality and relevance of dormitory-based education, with potential applications for other similar institutions globally.

RESEARCH METHODS

This study employs a qualitative research design, specifically a case study approach, to explore the implementation of curriculum and learning roadmaps in the I'dadiyah dormitory, with a focus on new students (England, 2021; Haq & Yasin, 2025; Lim, 2024). The case study method is chosen for its ability to capture the complexity and context-specific nuances of curriculum design and its practical application. This approach enables an in-depth examination of both best practices and challenges in the field. Additionally, the case study allows for the use of multiple data sources, providing a comprehensive understanding of the dynamics between the curriculum, dormitory administrators, and students. By using this design, the study aims to provide valuable insights into how dormitory-based education processes can be optimized for student adaptation and development.

The research is conducted at the I'dadiyah dormitory, an Islamic boarding school known for its structured educational environment. The choice of this location is due to its unique integration of formal academic learning and informal character development processes. The dormitory setting offers a distinctive context in which the curriculum's effectiveness is closely tied to both religious teachings and personal development activities. This location is particularly relevant for exploring how educational frameworks are implemented in boarding school settings, where students live and learn simultaneously. The

I'dadiyah dormitory provides an ideal environment to study how curriculum and learning roadmaps are designed and optimized for the specific needs of new students.

Data for this study were collected through three primary methods: observation, in-depth interviews, and document analysis. Observation allowed the researcher to gain direct insight into the daily implementation of the curriculum within the dormitory. In-depth interviews were conducted with key informants, including dormitory supervisors, administrators, new students, and senior students, to gather their perspectives and experiences regarding the curriculum and learning roadmap. Document analysis was also used to review curricular documents, schedules, and evaluation records to gain a better understanding of the formal aspects of curriculum implementation. The data were analyzed through a structured process of data reduction, display, and verification. Data reduction involved organizing the raw data to focus on key insights, while data display utilized narratives, tables, and diagrams to clarify findings. Finally, verification ensured the accuracy and credibility of the research conclusions by cross-checking information from multiple sources. This approach allowed for a comprehensive understanding of the curriculum's impact on student adaptation and development.

RESULTS AND DISCUSSION

Results

Interview

Interview results reveal diverse views from new students at the I'dadiyah level regarding the implementation of the boarding curriculum. The following table summarizes the results of interviews involving several respondents, asking about their learning experiences, and their suggestions for the existing curriculum. Most students felt the learning method was quite effective, but some suggested adjustments to make it more relevant to the needs of new students. This data is visualized in a table for easier understanding and further analysis.

Tabel 1. Interview Results - Student Feedback on Boarding Curriculum

Respondent Categories	Number of Respondent	Positive Response (%)	Negative Response (%)	Key Recommendations
Students with Islamic boarding school background	30	80	20	Innovation in Teaching Methods
Students without Islamic boarding school background	20	50	50	A More Flexible Approach

As seen in Tabel 1, the interview results reveal two main patterns: first, the majority of new students felt the boarding school curriculum provided a good foundation, and second, some students felt that teaching methods needed to be adapted to more modern approaches. Positive responses primarily came from students with a previous Islamic boarding school education background, while those seeking innovation came from students studying in a new Islamic boarding school environment. This pattern suggests that the educational background of new students influences their perceptions of the boarding school curriculum. Students with previous Islamic boarding school experience adapt more easily, while new students require a more adaptive and inclusive learning approach. Therefore, curriculum optimization requires considering methods that can accommodate the needs of students with diverse educational backgrounds.

Participation Observation Results:

Observations were conducted to assess the level of participation of new students at I'dadiyah during the boarding school learning process. The following table shows the number of students participating in group discussions, Q&A sessions, and collaborative learning activities. The observations indicate that students who actively participate in class tend to understand the material better than those who are more passive.

Tabel 2. Participation Levels and Understanding of the Curriculum

Participation Level	Jumlah Santri	Pemahaman Baik (%)	Pemahaman Rendah (%)
Active	25	90	10
Passive	25	40	60

As shown in Tabel 2, observation data revealed that active classroom interactions, such as group discussions and presentations, improved students' understanding of the boarding school curriculum. Students who were actively involved demonstrated better ability to explain and apply the material they were learning. Conversely, students who were less engaged tended to have difficulty grasping the concepts presented by the instructor. This pattern indicates that teaching methods based on active interaction are more effective in improving the understanding of new students. This reflects the need for curriculum implementation strategies that focus on active student involvement, such as group discussions, simulations, or project-based approaches. This allows the boarding school curriculum to be optimized to meet the learning needs of new students.

Documentation Review

The collected documentation included syllabi, daily lesson plans, and evaluation reports of the boarding school curriculum at the I'dadiyah level. The following table presents a breakdown of related documents, including the structure of the learning materials, activity schedules, and student evaluation results. This documentation provides an overview of the level of achievement of the planned curriculum.

Tabel 3. Documentation Review - Curriculum and Evaluation Breakdown

Document Types	Jumlah Dokumen	Kesesuaian (%)	Ketidakesuaian (%)
Syllabus	10	70	30
Daily Lesson Plan	15	60	40
Learning Evaluation	12	75	25

Tabel 3 indicates that although the curriculum is structured systematically, there are some discrepancies between lesson plans and implementation. For example, some materials are not fully taught according to schedule due to time constraints or limited resources. This pattern reflects the challenge of maintaining consistency between curriculum planning and implementation. This discrepancy indicates that the implementation of the boarding curriculum at the I'dadiyah level needs to be adjusted to be more realistic and flexible. Factors such as limited time, the large number of new students, and teacher preparedness are key challenges. Therefore, optimization strategies should include teacher training and more adaptive planning to bridge the gap between curriculum planning and implementation.

Curriculum Impact on Student Adaptation

Interviews with the management of the Nurul Jadid Islamic Boarding School revealed that the curriculum applied to new students significantly impacts their adaptation to the boarding school environment. A well-structured curriculum can enhance students' motivation and discipline, which are crucial for their educational success. However, if the curriculum is not tailored to individual needs, it can lead to boredom and decreased enthusiasm for learning. For example, students who feel the material being taught is not relevant tend to engage less effectively in the learning process. This finding highlights the need for a more flexible and responsive curriculum designed to meet students' needs, taking into account their backgrounds and potential.

Importance of Student Involvement in Curriculum Development

Several recent studies have demonstrated the importance of student involvement in curriculum development to maximize the learning process. Furthermore, other research has shown that a curriculum that addresses diverse learning styles can significantly increase student engagement. In the context of

the Nurul Jadid Islamic Boarding School, these findings underscore the need for regular evaluation of the boarding school curriculum structure to ensure its relevance and effectiveness for new students.

Need for Personalized Learning

The conclusion from this interview is the importance of evaluating the boarding school curriculum to better focus on personalized learning for each student. With this approach, students can feel more valued and actively involved in the learning process, which in turn can improve the quality of education at Islamic boarding schools.

Learning Methods and Student Performance

Evidence from observations regarding the structure of the boarding school curriculum indicates a significant relationship between the application of varied learning methods and improved student academic performance. Students who experience different teaching approaches, such as combining theory and practice, demonstrate better learning outcomes than those who rely solely on traditional methods. This demonstrates that variation in curriculum approaches can stimulate creativity and deeper understanding in students. Additionally, a curriculum incorporating interactive methods such as group discussions and project-based learning is more effective in enhancing students' critical thinking skills. Conversely, an overly structured and monotonous curriculum risks reducing students' active participation and interest in learning. Therefore, adjustments to the curriculum design are needed to accommodate a wider range of learning styles.

Impact of Dormitory Environment on Learning

Observations at the Nurul Jadid Islamic Boarding School indicate that the physical and social environment of the dormitory influences the dynamics of student learning. Well-designed dormitories, with comfortable study spaces and adequate facilities, create a conducive atmosphere for learning. Conversely, disorganization in the dormitory environment can hinder students' focus and concentration during learning activities. The implication of these findings is that well-managed physical environments play a crucial role in creating a supportive learning environment for students, which in turn contributes to their educational success.

Time Management and Student Discipline

Exhibit B, which shows an increase in discipline and responsibility among new students after the implementation of a learning system that emphasizes time management, reveals a clear cause-and-effect relationship. Students accustomed

to a strict schedule of activities, both in the dormitory and in class, showed improved time management and were better able to complete assignments on time. This proves that the implementation of a time management system contributes to improving students' academic discipline and overall success.

Discussion

The results of this study highlight significant insights into how the boarding curriculum at the Nurul Jadid Islamic Boarding School impacts student adaptation and learning outcomes. Interviews with students and management revealed the diverse needs of new students, particularly regarding the curriculum's adaptability and responsiveness to their unique educational backgrounds. This finding underscores the importance of designing a flexible curriculum that accommodates the varying levels of experience and prior knowledge that students bring with them (Maa'uun et al., 2025). New students, especially those without prior Islamic boarding school experience, require a curriculum that is more inclusive and tailored to their specific needs. The recommendation for a more personalized approach aligns with current trends in education, which stress the importance of student-centered learning (Pratiwi, 2024). By focusing on students' individual backgrounds, educators can foster a more engaging and effective learning environment, ensuring that every student feels valued and motivated.

Furthermore, the study emphasizes the critical role of active student involvement in the learning process. The data clearly shows that students who actively participate in classroom activities, such as group discussions and project-based learning, tend to achieve better academic outcomes (Setiyorini & Ibad, 2025; Zhang & Ma, 2023). This finding aligns with previous research suggesting that interactive and collaborative learning methods promote deeper understanding and critical thinking (Pratiwi, 2024; Blyznyuk et al., 2024). In contrast, students who engage less in class tend to struggle with grasping the material. This highlights the need for curriculum strategies that prioritize active learning and student engagement (Setiyorini & Ibad, 2025). Boarding schools should focus on creating opportunities for students to collaborate, interact, and participate in hands-on learning experiences. This shift can transform passive learning environments into dynamic spaces where students actively shape their educational experience.

The importance of the dormitory environment, both physically and socially, also emerged as a key factor in student learning and adaptation. Well-designed dormitories that provide comfortable study spaces and a supportive social environment are essential for fostering a positive learning atmosphere (Setyawan et al., 2023; He & Zeng, 2025). On the other hand, a poorly managed

dormitory environment can hinder students' focus and concentration, ultimately impacting their academic performance. This finding contributes to the growing body of literature emphasizing the connection between physical environments and learning outcomes (Setyawan et al., 2023). By ensuring that dormitories are organized and conducive to study, schools can enhance students' overall well-being and academic success.

Moreover, the study demonstrates the effectiveness of time management systems in improving student discipline and academic performance. The implementation of structured schedules and time management practices positively impacted new students' ability to manage their responsibilities and complete assignments on time (Rahmadani & Raharja, 2025; Ashokkumar, 2025). This finding highlights the importance of instilling discipline early on, as it contributes not only to academic success but also to the development of lifelong skills (Rahmadani & Raharja, 2025; Dorfman-Furman, 2024). The introduction of time management as part of the learning system represents a novel approach in Islamic boarding schools, where the integration of structured schedules can enhance students' sense of responsibility and improve their overall performance.

In conclusion, this study provides valuable contributions to the field of educational development in Islamic boarding schools. Its novelty lies in its comprehensive approach to curriculum evaluation, which considers both academic and personal development needs of students. By incorporating active learning methods, personalized curricula, and well-managed dormitory environments, the study offers practical recommendations for improving the overall quality of education in boarding schools (Maa'uun et al., 2025). These insights not only contribute to the improvement of the Nurul Jadid curriculum but also provide a model for other boarding schools facing similar challenges in student adaptation and learning. The findings underscore the importance of a holistic approach to education, where both academic and environmental factors are considered to optimize student learning outcomes (Pratiwi, 2024; Mumpuni et al., 2025).

CONCLUSION

The most important finding of this research is the recognition that a flexible and responsive curriculum is essential for the effective adaptation and success of new students in Islamic boarding schools, particularly in the context of the Nurul Jadid Boarding School. The study highlights the need for personalized learning approaches that accommodate students' diverse backgrounds and learning needs. The strength of this research lies in its contribution to the academic field by offering a comprehensive model for optimizing curriculum design and implementation in boarding schools, focusing

on both academic and personal development. However, the study's limitations include its focus on a single institution, which may limit the generalizability of the findings. Future research could expand the scope to include multiple boarding schools and explore the long-term impacts of personalized curriculum strategies on student outcomes.

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