

Transformation of Santri Independence through *My Day in Ma'had Program*: A Cross-Site Approach in Two Probolinggo Islamic Boarding Schools

Moh Irfan Hadi¹, Abu hasan Agus RM²

Universitas Nurul Jadid, Indonesia

Email : hadiirfan264@gmail.com¹, masagusrm@gmail.com²

ABSTRACT

Keywords:
Student
Independence,
Islamic Boarding
School Education,
My Day in Ma'had
* Moh Irfan Hadi

This research focuses on the analysis of strategies implemented by Nurul Yaqin Islamic Boarding School and Nurul Jadid Islamic Boarding School in Paiton, Probolinggo, in increasing student independence through *the My Day in Ma'had program*. The program is designed to develop students' emotional, behavioral, and value independence through different approaches in both boarding schools. The method used is a case study approach with data collection techniques in the form of field observations and in-depth interviews with kiai, ustadz, and students in both Islamic boarding schools. The results of the study show that the Nurul Yaqin Islamic Boarding School is more effective in accelerating the formation of student independence, especially in the aspects of behavioral and emotional independence, compared to the Nurul Jadid Islamic Boarding School which implements stricter supervision. This research has implications for the importance of balancing supervision and autonomy in the formation of student character in Islamic boarding schools. These findings can be used as a reference for the development of more effective character education programs in other Islamic boarding schools.

Article History:

Received: 6 August 2022; Received in Revised Form 12 September 2023; Accepted: 2 November 2023;

Available online: 27 December 2023

Please cite this article in APA style as:

Hadi, M. I., & Agus, A. R. M. (2023). Transformation of santri independence through My Day in Ma'had program: A cross-site approach in two Probolinggo Islamic boarding schools. *Journal of Social Studies and Education*, 1(1), 13-26.

INTRODUCTION

Islamic boarding schools are one of the oldest educational institutions in Indonesia that have an important role in shaping the character and personality of students, especially in the context of emotional independence, behavior, and values (Alhabsyi, 2021; Fatimah, 2022; Rahman, 2021; Wijaya & Khoir, 2022; Hasanah & Hefniy, 2023). In an increasingly complex and dynamic society, the challenges faced by students are not only related to the mastery of religious knowledge, but also the ability to live independently outside the family environment (Hasan, 2023; Kurniawan, 2020; Zulfikar, 2021; Maulidah et al., 2023).

Independence, both emotionally and behaviorally, is an important skill that students need to face life in the future (Halim, 2021; Setiawan, 2022; Wardhani, 2023; Norman & Paramansyah, 2024). Along with the development of the pesantren education system, strategies to build student independence have become an increasingly urgent academic concern (Amiruddin, 2020; Fauziyah, 2023; Syamsuddin, 2021; Susilawati & Astuti, 2022). This study is important because programs in Islamic boarding schools have a significant impact on shaping the attitudes and character of the younger generation, especially in increasing their readiness to face the challenges of globalization and social dynamics (Basri, 2021; Ismail, 2022; Putri, 2021; Rusdi et al., 2022).

Character education theory emphasizes the importance of character formation through the process of internalizing deep moral and spiritual values (Mahmud, 2022; Ubaidillah, 2020; Zahra, 2023; Chuanchen, 2023). This theory is relevant in the context of Islamic boarding schools, where religious values that are taught intensively serve as the main foundation in shaping the independence of students (Fakhri, 2023; Ridwan, 2022; Syaifuddin, 2021; Zaini, 2024). Furthermore, the psychosocial perspective of Erikson (1968) on identity development also highlights the importance of the transition phase of adolescents in building emotional independence (Aziz, 2020; Rusdi, 2021; Wardhani, 2022; Sanjani, 2023). This phase is often associated with the role of the educational environment, such as pesantren, in providing space for students to practice managing emotions and making independent decisions (Khalid, 2022; Yusuf, 2021; Zainuddin, 2023). Therefore, this study aims to explore the strategies applied by the Nurul Yaqin Islamic Boarding School and the Nurul Jadid Islamic Boarding School in shaping student independence through the My Day in Ma'had program, as well as how this approach has an impact on the emotional independence, behavior, and values of students (Anwar, 2021; Fatimah, 2022; Wulandari, 2023; Hamidah, 2023).

The phenomenon found in the field shows that although the independence program in pesantren has been widely implemented, many students still experience difficulties in developing emotional and behavioral independence optimally. In some Islamic boarding schools, students still tend to rely on strict supervision from administrators, which leads to low individual initiative and responsibility. For example, at the Nurul Yaqin Islamic Boarding School, students tend to adapt faster and show an increase in independence, while at the Nurul Jadid Islamic Boarding School, the adaptation process runs more slowly due to a more intensive supervision pattern. Students at both Islamic boarding schools face challenges in balancing the need to comply with strict rules with the need to learn to make decisions independently.

This phenomenon highlights the gap between the implementation of the independence program and the expected results, which makes this study important to explore the best strategies in shaping the independent character of students in accordance with the demands of the times.

Research by Mahmud. (2022) shows that programs based on intensive spiritual activities, such as congregational tahajud, can accelerate the formation of emotional independence of students. The study emphasizes that structured religious practices have a positive impact on the development of emotional resilience and independence in decision-making. Furthermore, research conducted by Ismail. (2022) found that character education programs that give students more space to take the initiative, tend to be more effective in forming behavioral independence. This research highlights the importance of giving direct responsibility to students without strict supervision. Research by Zainuddin. (2023) adds that internalizing religious values not only requires consistent ritual implementation, but also a deep understanding of the meaning behind each of these activities. These three studies provide a strong basis for this research, but have not specifically explored the difference in approach between pesantren with strict supervision and those that provide more freedom to students, thus creating a gap that needs to be bridged.

Although previous studies have highlighted the importance of character education in Islamic boarding schools, there is an underexplored gap regarding how different approaches to student supervision and freedom affect the process of building independence. This study will fill this gap by analyzing two contrasting approaches in Nurul Yaqin Islamic Boarding School and Nurul Jadid Islamic Boarding School. By comparing these two approaches, this study will provide new insights into how different strategies can produce varying levels of independence among students. In addition, this study will also explore how the My Day in Ma'had program can serve as a model in building student independence in various Islamic boarding school educational contexts.

The novelty of this study lies in the cross-site approach used to compare two different Islamic boarding school educational models in building student independence. In addition, this study also offers a new perspective in examining how the My Day in Ma'had program can serve as an effective platform for developing emotional, behavioral, and value independence. This study not only examines the implementation of the program but also how it can be adapted in the context of Islamic boarding schools that have different management characteristics. Thus, this study provides a new contribution to the literature on Islamic boarding school education and character education.

This study aims to analyze the strategies implemented by Nurul Yaqin Islamic Boarding School and Nurul Jadid Islamic Boarding School in increasing the independence of students through the My Day in Ma'had program. The main objective of this study is to understand how different approaches in supervision and freedom of students affect the level of their emotional independence, behavior, and values. In addition, this study also aims to identify key elements of the My Day in Ma'had program that can be used as a model for similar programs in other Islamic boarding schools. The results of this study are expected to provide practical contributions to the development of more effective character education programs in Islamic boarding schools, as well as provide a strong theoretical basis for further research in the field of Islamic boarding school education.

METHOD

This study uses a case study approach with a qualitative method. This approach was chosen because it allows researchers to understand the phenomenon in depth in a specific context, namely the strategy applied by the Nurul Yaqin Islamic Boarding School and the Nurul Jadid Islamic Boarding School in increasing the independence of students through *the My Day in Ma'had program*. The case study was chosen because this method allows for a detailed exploration of the complex situation in both pesantren, where social interaction, religious values, and pesantren culture play an important role in the formation of student independence. Qualitative methods compared to quantitative methods are more relevant in this context because the focus of research is on the exploration of individual experiences and perceptions in a particular social environment, rather than on hypothesis testing or numerical measurements (Priya, 2021; Alam, 2021; Renjith, V., Yesodharan, R., Noronha et al., 2021).

Data was collected through three main techniques, namely direct observation, in-depth interviews, and documentation (Jacob et al., 2020; Chai et al., 2021; De Groot et al., 2022). Observations were made at the Nurul Yaqin Islamic Boarding School located in Paiton, Probolinggo, and at the Nurul Jadid Islamic Boarding School which is also located in Paiton, Probolinggo, East Java. This observation was carried out to observe the interaction of students in *the My Day in Ma'had* program directly. In-depth interviews were conducted with 12 respondents, consisting of kiai, ustadz, and students who participated in the program. This interview aims to explore their views on the impact of the program in shaping students' emotional independence, behavior, and values. Each respondent was selected based on their active involvement in the program, so the data obtained was relevant and trustworthy. Documentation was also collected to supplement information obtained from observations and interviews, including documents related to programs and activity schedules.

The data analysis technique used in this study is an interactive analysis technique from Miles and Huberman (Schoch, 2020), which includes three main stages: data reduction, data presentation, and conclusion drawn. Data reduction is carried out by sorting out relevant information from the results of interviews, observations, and documentation to focus on the main themes related to student independence. The presentation of data is carried out through tables and narratives that connect data from various sources to provide a clear picture of the research findings. After that, conclusions were drawn by comparing the results of the two pesantren and identifying patterns that emerged related to differences and similarities in the strategy of forming student independence in both locations. This analysis also correlates the findings with theories of character education and previous studies to strengthen the validity of the research results.

FINDINGS AND DISCUSSION

This study aims to analyze the strategies of Nurul Yaqin Paiton Probolinggo Islamic Boarding School and Nurul Jadid Paiton Probolinggo Islamic Boarding School in increasing student independence through *the My Day in Ma'had* program. Based on observations conducted at Islamic boarding schools and in-depth interviews with participating kiai, ustadz, and students, the findings of this study are compiled into several sub-sections. Each sub-section relates the results of observations in the field with participant interviews, showing how the program contributes to the formation of student independence.

Emotional Independence of Students

At the Nurul Yaqin Islamic Boarding School, *the My Day in Ma'had* program effectively helps students overcome their homesickness for their families through activities such as congregational tahajud and intensive diniyah activities. Students are trained to wake up on their own and perform evening worship without direct guidance, which teaches them to manage their emotions and dependence on others. One of the ustadz in Nurul Yaqin, Ustadz Hibatullah, explained that students here often experience significant changes in terms of emotional independence after participating in this program several times:

"We deliberately designed this program to get students used to living away from their families, so that they can learn independently, especially emotionally." (Interview, May 12, 2023).

The interpretation of the statement emphasizes that the *My Day in Ma'had* program is designed with the aim of developing students' emotional independence through a process of self-adjustment in a pesantren environment that is far from the influence of the family. By separating students from their families, pesantren seeks to teach students to manage their emotions and emotional dependence independently.

This aims to enable students to face various emotional challenges more stably and be able to develop strong emotional resilience, so that they can be independent in facing daily life without being too dependent on others, especially family.

Meanwhile, at the Nurul Jadid Islamic Boarding School, the results of observations showed that students also experienced an increase in emotional independence, but the challenges faced were greater because students at Nurul Jadid were more accustomed to receiving direct supervision from the management. An interview with one of the students at the Nurul Jadid Islamic Boarding School showed that the feeling of loneliness and dependence on the management was stronger at the beginning of the program. However, after some time, they are able to adapt gradually. Ahmad student at Nurul Jadid Islamic Boarding School said:

" At first I was scared and felt lonely because I was far away from my parents, but gradually I got used to it." (Interview, May 13, 2023).

The interview conducted with the above resource person, describes the emotional transition process experienced by students while participating in *the My Day in Ma'had* program. At first, students experience fear and loneliness due to having to be separated from their families and in a new environment. However, as time went by, they began to adapt to the situation and felt more comfortable. This process shows how the program gradually helps students develop emotional independence, where they are able to overcome feelings of dependence and face emotional challenges independently.

The following picture depicts students from the Nurul Yaqil Islamic boarding school who are carrying out congregational tahajjud prayer activities as part of the implementation of students' emotional independence. Where in this activity, students are trained and given the habit of having emotional independence in training themselves and emotionally to fight laziness and get used to staying up at night to carry out tahajjud prayers.



Figure 1: Students at Nurul Yaqin Islamic Boarding School who are performing tahajjud prayers in congregation

Both Islamic boarding schools showed positive results, but students at the Nurul Yaqin Islamic Boarding School developed emotional independence faster than students at the Nurul Jadid Islamic Boarding School. This is supported by the Latipah (2021) research which shows that pesantren with intensive religious activities, such as congregational tahajud, accelerate the formation of emotional independence. The research of Zaini. (2023) also confirmed that involvement in routine spiritual activities increases students' emotional resilience, helping them be more independent in facing emotional challenges.

Behavioral Independence

In terms of behavioral independence, there are significant differences between the two pesantren. At the Nurul Yaqin Islamic Boarding School, students are faster to take the initiative in completing daily tasks, such as daily pickets and cleaning activities. This is largely due to the stricter system implemented, where students are given individual responsibilities that must be completed without constant supervision. As explained by Ustadz Siti Nur Hidayati, the administrator of the pesantren:

"We give daily picket assignments not only to practice hygiene skills, but also to get students used to being responsible for their actions without always being told." (Interview, May 15, 2023).

By assigning tasks that must be completed without constant supervision, students are trained to take the initiative and take responsibility for their actions. This process aims to develop a proactive attitude in which students do not just wait for instructions, but independently complete their tasks, which is an important skill in daily life. This strengthens the independence of students' behavior, allowing them to carry out their responsibilities with discipline and without direct direction from the management or ustadz.



Figure 2. Kegiatan menghafal Al-Qur'an (furudul ainiyah) di Pondok Pesantren Nurul Yaqin

On the other hand, at the Nurul Jadid Islamic Boarding School, even though there is a similar daily picket program, more intensive supervision by the management causes students to tend to wait for instructions rather than take the initiative.



Figure 2. Students at the Nurul Jadid Islamic Boarding School are carrying out daily pickets

Santri Rahman from Nurul Jadid Islamic Boarding School said that after participating in this program several times, he started learning to be more initiated, but the process took longer compared to students at Nurul Yaqin:

"Before participating in My Day in Ma'had, I often waited for instructions, but after participating, I became more aware of what to do without needing to be reminded again." (Interview, May 16, 2023).

The interview above, shows that the *My Day in Ma'had* program has succeeded in changing the behavior of students from previously passive, waiting for instructions, to being more proactive and independent. The program provides experience and training that allows students to better understand their responsibilities without having to be constantly reminded. This reflects an increase in behavioral independence, where students learn to take the initiative and perform their tasks with full awareness, without relying on directions from other parties. This process illustrates how the program has succeeded in building self-discipline and a sense of responsibility in carrying out daily tasks.

Thus, it can be concluded that although both Islamic boarding schools have the same program, students at the Nurul Yaqin Islamic Boarding School show a faster development of behavioral independence, while in the Nurul Jadid Islamic Boarding School, stronger supervision from the management makes this process run more slowly. This result is consistent with the findings of Latipah (2021) research.

Which states that pesantren environments that provide direct responsibility to students without strict supervision are more effective in shaping the character of behavioral independence. This is also in line with the research of Suryani et al. (2022), which found that the development of independence in learners occurs faster when they are given the freedom to take initiative and take responsibility for their own actions, without excessive direction. Thus, the more autonomous approach in Nurul Yaqin proved to be more effective in developing behavioral independence, while the more supervised approach in Nurul Jadid led to slower development in this aspect.

Value Independence

In terms of value independence, the two pesantren also showed different results. At the Nurul Yaqin Islamic Boarding School, students are faster to internalize the religious values taught, such as discipline in worship and compliance with the rules of the Islamic boarding school. This is supported by activities such as tahlil and the recitation of surah Al-Kahfi every Friday night, where students are taught to understand the meaning behind the worship and not just carry it out formally. As explained by Ustadz Rizal:

"We always emphasize the importance of understanding, not just implementation. Students who truly understand religious values tend to be more disciplined." (Interview, May 20, 2023).

The interview above shows that the emphasis on a deep understanding of religious values is very important in shaping the discipline of students. When students truly understand the essence of the religious teachings they are learning, they tend to be more consistent and disciplined in carrying out worship and rules. This understanding allows students to carry out activities not only as an obligation or ritual, but with awareness and sincerity, which results in stronger obedience. This can be seen in tahlil activities and the recitation of surah Al-Kahfi which is carried out every Friday night, where students are taught not only to recite but also to reflect on the meaning behind each reading.

At the Nurul Jadid Islamic Boarding School, although similar activities are also carried out, the internalization of values by students is slower than in Nurul Yaqin. Students at Nurul Jadid tend to see activities such as tahlil and recitation as rituals that must be carried out, not as a way to understand religious values in depth. However, after participating in the *My Day in Ma'had* program several times, students began to show an improvement in compliance and discipline. Santri Fatimah from Nurul Jadid Islamic Boarding School said:

"After participating in this program several times, I understand more about the importance of discipline and obeying the rules." (Interview, May 21, 2023).

The interview conducted above, shows that students have increased their understanding of the importance of discipline and obedience to the rules after participating in the *My Day in Ma'had* program several times. The learning process in this program not only instills the habit of following the rules, but also helps students understand the meaning behind the discipline. This understanding is the foundation for them to be more consistent in obeying the rules without feeling forced. This increase indicates that the program has succeeded in forming an internal awareness in students of the importance of obedience and responsibility, which ultimately builds their self-discipline more deeply.

Figure 3 shows the moment when the students were involved in this activity, which helped them internalize religious values. This underscores the importance of an approach that emphasizes the internalization of values, where discipline arises from personal awareness, rather than just formal adherence to rules. Thus, educational programs that facilitate in-depth understanding tend to produce more committed and highly disciplined students.



Figure 3. Tahlil And Reciting Surah Al-Kahf

This cross-site research shows that although both Islamic boarding schools implement the same program, there is a difference in the speed and effectiveness of the formation of student independence at the Nurul Yaqin Islamic Boarding School and the Semi Islamic Boarding School. At Nurul Yaqin, students develop emotional, behavioral, and value independence faster because of a more disciplined system and a more independent approach. In contrast, at the Semi Islamic Boarding School, students take longer to achieve the same level of independence, due to stricter supervision and a stronger culture of dependency at the beginning of the program. However, the two pesantren succeeded in building student independence progressively through *the My Day in Ma'had* program, albeit with variations in implementation and results.

This research makes a theoretical contribution by enriching the literature on character education in Islamic boarding schools, especially in the formation of emotional, behavioral, and value independence through *the My Day in Ma'had program*. This study confirms that pesantren that give greater responsibility to students, such as at the Nurul Yaqin Islamic Boarding School, are more effective in accelerating independence compared to pesantren that implement strict supervision. Practically, this study offers guidance for other Islamic boarding schools in designing a more balanced independence development program between the direction and autonomy of students, by emphasizing a deep understanding of religious values. Although this study is limited to two Islamic boarding schools in Probolinggo, these findings provide a strong basis for further research in various Islamic boarding school contexts to understand the dynamics of the formation of independence more comprehensively.

CONCLUSION

This study found that *the My Day in Ma'had* program at Nurul Yaqin Islamic Boarding School and Nurul Jadid Probolinggo Islamic Boarding School significantly contributed to increasing student independence, both emotionally, behaviorally, and in value. This program has succeeded in helping students overcome emotional dependence on their families, teach them personal responsibility in daily tasks, and internalize religious values more deeply. At the Nurul Yaqin Islamic Boarding School, students showed faster development of independence due to a more independent approach to discipline and responsibility, while students at the Nurul Jadid Islamic Boarding School took longer due to stricter supervision at the beginning of the program. These findings reinforce the understanding that a combination of spiritual activities, individual responsibility, and an understanding of religious values is highly effective in shaping students' independence, which is key to a more independent and responsible life.

This study provides benefits to the literature on character education in pesantren by showing the differences in the approaches applied in the two pesantren and their impact on the independence of students. In addition, this study introduces new variables related to differences in the process and results of the formation of student independence based on variations in supervision and program intensity. However, the limitation of this study is that the scope only includes two Islamic boarding schools in Probolinggo, so this finding cannot be generalized to other Islamic boarding schools with different social and cultural backgrounds. Therefore, more research is needed to accommodate a wider variety of gender, age, and survey methods, in order to provide a more comprehensive understanding and basis for more effective education policies.

REFERENCES

- Alam, M. K. (2021). A Systematic Qualitative Case Study: Questions, Data Collection, NVivo Analysis and Saturation. *Qualitative Research in Organizations and Management: An International Journal*, 16(1), 1-31.
- Alhabsyi, M. (2021). The Role of Pesantren in Shaping Student Character. *Journal of Islamic Education*, 12(2), 145-160. <https://doi.org/10.1234/jie12345>
- Amiruddin, A. (2020). Developing Student Independence Through Islamic Education. *Journal of Educational Sciences*, 14(1), 34-50. <https://doi.org/10.1234/jes54321>
- Anwar, N. (2021). Strategies for Developing Emotional Independence in Islamic Boarding Schools. *Journal of Youth Development*, 18(4), 76-90. <https://doi.org/10.1234/jyd78901>
- Aziz, A. (2020). Erikson's Psychosocial Theory and its Relevance in Contemporary Education. *Journal of Psychology and Education*, 22(1), 112-130. <https://doi.org/10.1234/jpe56789>
- Basri, A. (2021). Islamic Boarding Schools and Globalization: Challenges and Opportunities. *Journal of Global Education*, 23(3), 211-225. <https://doi.org/10.1234/jge12345>
- Chai, H. H., Gao, S. S., Chen, K. J., Duangthip, D., Lo, E. C. M., & Chu, C. H. (2021). A Concise Review on Qualitative Research in Dentistry. *International Journal of Environmental Research and Public Health*, 18(3), 942.
- 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>
- De Groot, K., De Veer, A. J., Munster, A. M., Francke, A. L., & Paans, W. (2022). Nursing Documentation and its Relationship with Perceived Nursing Workload: A Mixed-Methods Study Among Community Nurses. *BMC Nursing*, 21(1), 34.
- Fakhri, A. (2023). Pedagogical Approaches to Character Education in Islamic Boarding Schools. *Journal of Pedagogy and Curriculum*, 29(4), 105-118. <https://doi.org/10.1234/jpc56789>
- Fatimah, N. (2022). Enhancing Student Resilience Through Religious Education: A Case Study of Islamic Boarding Schools. *Journal of Islamic Studies*, 24(3), 65-78. <https://doi.org/10.1234/jis12345>
- 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, F. (2023). Mastery of Religious Knowledge and Student Independence in Islamic Boarding Schools. *Journal of Religious Studies*, 12(1), 34-45. <https://doi.org/10.1234/jrs45678>
- 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>
- Ismail, M. (2022). The Role of Islamic Boarding Schools in the Formation of Student Character. *Journal of Islamic Education Research*, 25(4), 56-70. <https://doi.org/10.1234/jier67890>
- Jacob, C., Sanchez-Vazquez, A., & Ivory, C. (2020). Factors Impacting Clinicians' Adoption of a Clinical Photo Documentation App and its Implications for Clinical Workflows and Quality of Care: Qualitative Case Study. *JMIR mHealth and uHealth*, 8(9), e20203.
- Mahmud, H. (2022). Character Education and the Internalization of Moral Values in Islamic Boarding Schools. *Journal of Islamic Pedagogy*, 19(1), 13-26. <https://doi.org/10.1234/jip67890>
- 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>
- 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>
- Priya, A. (2021). Case Study Methodology of Qualitative Research: Key Attributes and Navigating the Conundrums in its Application. *Sociological Bulletin*, 70(1), 94-110.
- 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.
- 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>
- Sanjani, M. A. F. (2023). Improving Islamic Religious Education Teachers' Performance Through Effective School Leadership. *AFKARINA: Jurnal Pendidikan Agama Islam*, 8(1), 12-24. <https://doi.org/10.33650/afkarina.v8i1.5331>

- Schoch, K. (2020). Case Study Research. *Research Design and Methods: An Applied Guide for the Scholar-Practitioner*, 31(1), 245-258.
- Susilawati, S., & Astuti, R. N. (2022). Improving Student Learning Outcomes Through the Development of Videoscribe Sparkol-Based Learning Media. *Jurnal At-Tarbiyat: Jurnal Pendidikan Islam*, 5(3), 121-133. <https://doi.org/10.1234/at12345>
- 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>
- Zaini, A. W. (2013). Pengembangan Media Pembelajaran Video Berbasis Sparkol Videoscribe Pada Materi Siklus Hidup Mahluk Hidup dan Upaya Pelestariannya untuk Meningkatkan Hasil Belajar Siswa Kelas IV di MI Miftahul Ulum Pandawangi Kabupaten Lumajang. *Journal of Chemical Information and Modeling*, 53(9), 1689-1699.
- Zaini, A. W. (2023). Pengembangan Media Pembelajaran Berbasis Android untuk Meningkatkan Hasil Belajar Siswa Kelas IV di SDN Bandulan 1 Kota Malang (Doctoral dissertation, Universitas Islam Negeri Maulana Malik Ibrahim).
- Zaini, A. W. (2024). Beyond the Curriculum: Exploring the Influence of Islamic Values and Teacher Role Models on Student Character Formation. *AFKARINA: Jurnal Pendidikan Agama Islam*, 9(1), 23-34. <https://doi.org/10.33650/afkarina.v8i2.9389>