

Implementation of the Mulazamah Method at Miftahul Huda Al-Ulya Islamic Boarding School, Sragen Regency

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Abstract:

This research explores the implementation of the Mulazamah method in Islamic studies at Miftahul Huda Al-Ulya Islamic Boarding School. A qualitative method was employed, involving participatory observation, in-depth interviews, and content analysis. The study found that the Mulazamah method fosters direct engagement between educators and students, enriching theoretical understanding with practical application. The integration of Islamic studies with contemporary needs equips students to apply religious teachings in modern life. The research results indicate that this method positively impacts students' readiness to face the moral and ethical challenges of the present era.

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Introduction (مقدمة)

The Miftahul Huda Al-Ulya Islamic Boarding School is an institution that prioritizes the Sharia-oriented learning method as its foundation. To optimize the education process, the boarding school has implemented the Mulazamah method to deepen the understanding of religious knowledge among students (Zakarya, Hafidz, Martaputu, 2023). The Mulazamah method relies on direct interaction between teachers and students, creating an intensive and personalized learning environment (Anwar & Fathimah, 2023). This method is consistently applied in various learning activities at Miftahul Huda Al-Ulya, including the study of classical Islamic texts, exegesis, hadith, and jurisprudence. Additionally, the approach involves group discussions, symposiums, and practical experiences to reinforce understanding of Sharia concepts.

Through the adoption of the Mulazamah method, Miftahul Huda Al-Ulya Islamic Boarding School is committed to producing a generation of Muslims with not only a deep understanding of Sharia knowledge but also the ability to apply it in daily life (Muchamad Chairudin, 2023). The implementation of this method is expected to contribute positively to the development of high-

quality and competitive Islamic scholars capable of facing the complexities of contemporary challenges (Abror, 2020).

The implementation of the Mulazamah method at Miftahul Huda Al-Ulya Islamic Boarding School has emerged as a response to the complex dynamics in the world of Islamic education. Challenges faced include the practical understanding gap among students regarding Sharia knowledge, limited direct involvement in the learning process, and a lack of practical skills to apply religious teachings in daily life (Khoiriyah, 2021).

Acknowledging these issues, the boarding school adopts the Mulazamah method as a strategic solution. This method is considered capable of bridging the gap between theory and practice, strengthening interpersonal relationships between teachers and students, and creating a deep and impactful learning environment (Nurul Umah Fijanati, Hafidz, Sukadi, 2023). Thus, the implementation of the Mulazamah method is expected to bridge the understanding gap and strengthen the scholarly foundation among students, preparing them as comprehensive agents of change in society.

In the present era, Islamic boarding schools face the issue of a gap between formal education and practical understanding of Sharia knowledge (Tolchah, 2020). There are challenges in applying religious teachings concretely in everyday reality. Students often struggle to understand the relevance of Sharia knowledge to contemporary contexts and the complexity of modern life (Hadisi et al., 2023). The importance of implementing the Mulazamah method in contemporary Sharia studies becomes increasingly evident. With this method, students not only acquire strong theoretical understanding but also practical skills to face the changing times. This gap issue creates an urgent need to educate a generation of Muslims who are not only theoretically knowledgeable but also capable leaders and adaptable thinkers facing various contemporary challenges. Therefore, the implementation of the Mulazamah method at Miftahul Huda Al-Ulya Islamic Boarding School is expected to make a significant contribution in addressing this issue and producing religious leaders relevant to the present time.

This research introduces novelty by systematically and integratively applying the Mulazamah method in Sharia studies at Miftahul Huda Al-Ulya Islamic Boarding School. This courage arises from a deep understanding of the students' needs in confronting the realities of the present era. While previous research may have focused more on the theoretical aspects of Sharia knowledge (Basyar, 2018), this study offers a new contribution by combining theory and practice in a holistic manner.

Furthermore, this research utilizes a more interactive and personal approach in the learning process, aiming to significantly enhance the quality of students' understanding and experiences. The uniqueness lies in the research's effort to measure the concrete impact of implementing the Mulazamah method on mastering Sharia knowledge and the readiness of students to apply it in their daily lives.

With a focus on Miftahul Huda Al-Ulya Islamic Boarding School, this study provides a local perspective that can serve as a model for other boarding schools. Thus, the novelty of this research lies in combining innovative methods with a relevant local context, making it a forward step that holds the potential to contribute significantly to the development of Sharia education in Indonesian boarding schools.

The theoretical foundation of this research is based on two main aspects: the Mulazamah method in Sharia learning and the integration of Sharia knowledge with contemporary needs. Firstly, the theoretical foundation encompasses the concept of the Mulazamah method as a direct and personal learning approach between teachers and students. This theory emphasizes the importance of active interaction in the teaching-learning process to achieve profound understanding. This approach allows students not only to comprehend the theory of Sharia knowledge but also to experience its practical application in various life contexts.

Secondly, the theoretical foundation also includes the concept of integrating Sharia knowledge with contemporary needs. This involves the understanding that Sharia knowledge is

not only historically relevant but must also be applicable to address the challenges and changes of the times. This concept emphasizes that Sharia education needs to strike a balance between traditional understanding and students' ability to respond to the complexity of contemporary issues.

By merging these two theoretical foundations, this research creates a holistic approach, combining direct learning (*Mulazamah*) with practical skills and contemporary understanding to respond more effectively to the challenges of the times.

Based on the above considerations, the researcher formulates the following research questions. *First*, how does the Mulazamah method at Miftahul Huda Al-Ulya Islamic Boarding School strengthen the practical understanding of Sharia knowledge related to contemporary issues? *Second*, to what extent does direct involvement and the integration of Sharia knowledge with contemporary needs impact the readiness of students to apply religious teachings in their daily lives?



Method (منهج)

This research employs a qualitative method (Syaiful Anam, 2023) involving several structured stages (Assyakurrohim, Ikhrum, Sirodj, & Afgani, 2023; Wijaya, 2020). Firstly, the preparatory stage involves a profound understanding of the Mulazamah method and the context of Miftahul Huda Al-Ulya Islamic Boarding School. Subsequently, intensive participatory observation is conducted over a specific period, followed by in-depth interviews with teachers and students to gain deeper insights into the learning experiences.

The next stage is content analysis of the learning materials involving the identification of elements of the Mulazamah method applied. The collected qualitative data will be analyzed using an inductive approach to identify patterns, themes, and key findings related to the implementation of the Mulazamah method (Sarosa, 2021).

The research findings will be compiled into a report that elucidates the main discoveries, conclusions, and recommendations for further development. This research is expected to provide a profound understanding of the effectiveness of the Mulazamah method in Sharia learning within the boarding school environment.



Result (نتائج)

Brief History of Miftahul Huda Islamic Boarding School in Donoyudan Kalijambe

Miftahul Huda Al-Ulya Islamic Boarding School, located in Kebayanan I, Donoyudan, Kalijambe District, Sragen Regency, Central Java with postal code 57275, has a long history and strong commitment to supporting Islamic education. Established with the primary mission of realizing a generation of Qur'atun A'yun ready to undertake the struggle of Islamic preaching amidst the challenges of the modern era. Since its inception, the boarding school has grown into an Islamic educational institution that plays a crucial role in shaping the character of its students.

The institution's vision is focused on the realization of an Islamic educational institution not only based on Islamic values but also achieving high achievements and operating professionally. In pursuit of this vision, the boarding school formulates several strategic missions.

Firstly, the boarding school is committed to making Islam the main color and character in the organization's life, both individually and socially. Secondly, they strive to manage the educational institution professionally and expertly, with principles of sincerity, intelligence,

diligence, thoroughness, and having a wide network while being able to collaborate. Thirdly, the focus is on mastering skills, language, and global insights towards becoming an educational institution that excels in all educational units (Sumardjoko, 2022).

Additionally, the boarding school prioritizes the guidance and education of students, directing them towards becoming a strong generation in faith, steadfast in worship, and possessing noble character according to the Salafi methodology (Ardianta, 2022). Lastly, the boarding school actively builds collaborations with relevant parties to strengthen the educational territory, creating a holistic and competitive educational environment. Miftahul Huda Al-Ulya Islamic Boarding School in Donoyudan Kalijambe has become a solid foundation for the formation of a generation that is not only academically intelligent but also deep in faith and committed to Islamic values.

Observations and interviews with Ustadz Kholil at Miftahul Huda Al-Ulya Islamic Boarding School depict a rich schedule of Islamic activities, especially in the form of book studies using the Bandongan and Sorogan methods. Book studies involve classical Islamic texts such as *Bidayatul Hidayah*, *Tadzkiratus Sami' wal Mutakallim*, *At-Tibyan fi Adabi Hamalatil Qur'an*, and *Tarbiyah Syakhsyah Qur'aniyyah*. The Bandongan method relies on group discussions for deeper understanding, while the Sorogan method involves direct teaching from the instructor. The schedule of Mulazamah activities is as follows:

Table 1: Mulazamah Activities Schedule at Miftahul Huda Al-Ulya Islamic Boarding School

Day	Time	Activity	Book Study
Monday	08.30 – 10.30	Bandongan and Sorogan	<i>Bidayatul Hidayah</i>
Tuesday	08.30 – 10.30	Bandongan and Sorogan	<i>Tadzkiratus Sami' wal Mutakallim</i>
Wednesday	08.30 – 10.30	Bandongan and Sorogan	<i>At-Tibyan fi Adabi Hamalatil Qur'an</i>
Thursday	08.30 – 10.30	Bandongan and Sorogan	<i>Tarbiyah Syakhsyah Qur'aniyyah</i>

The Mulazamah schedule provides a space for students to deepen their understanding of Islamic teachings through reading and discussing these books. Thus, Miftahul Huda Al-Ulya Islamic Boarding School not only emphasizes academic aspects but also the internalization and practical application of Islamic values in daily life.

Table 2: Sharia Learning Achievements

Element	Learning Achievements
<i>Bidayatul Hidayah</i> highlights the ethics of worshiping Allah and interacting with fellow humans. <i>Tadzkiratus Sami' wal Mutakallim</i> delves into the ethics of a teacher and student relationship. <i>At-Tibyan fie Adabi Hamalatil Qur'an</i> discusses the ethics of interacting with the Quran and the etiquette for those reading and studying the Quran. Meanwhile, <i>Tarbiyah Syakhsyah Quraniyyah</i> explores how to become an individual reflecting the character of the Quran. Each book is completed within one	Students have the ability to read Arabic books without diacritics and understand their meanings. They can also comprehend the essence of various taught books. With self-awareness, students strive to become cultured Muslimahs, following the guidance found in the taught books.

semester; if not, the learning process continues until completion. The Mulazamah method emphasizes the full achievement of reading and understanding by students, which is then applied in daily life with guidance and monitoring by teachers.

Significant learning achievements are evident in students who can read Arabic books without diacritics and understand their meanings. They have also successfully grasped the core and essential values of the taught books. With self-awareness, students have been able to apply the teachings from these books, creating an identity as cultured Muslimahs and adhering to the guidelines outlined in the literature.



Discussion (مناقشة)

Definition of Mulazamah

Etymologically, the term "*mulazamah*" originates from the Arabic language, with the root word "lazama" (لَزِمَ), which means to stay, follow, or obey. In Islamic terminology, "*mulazamah*" refers to the concept of an individual's attachment and obedience to a teacher or mentor in the learning process (Sahidin, 2021). It encompasses active involvement, dedication, and discipline in diligently following the teacher's teachings (Zaman, 2023) to gain a deeper understanding of religious knowledge. This concept reflects a close bond between the teacher and the student in the tradition of Islamic education, where learning is not only theoretical but also practical and personal.

According to Al-Khatib Al-Baghdadi, a renowned scholar and hadith expert from the 11th century (Hidayat & Nurita, 2023), the concept of "*mulazamah*" involves two main aspects: active involvement in following the teacher and obedience to religious teachings (Pratama et al., 2022). He emphasizes the importance for students to stay and continuously be in an educational environment, acquiring religious knowledge not only through theory but also through direct practice and intensive involvement in the life of the pesantren (Muallim, 2020). In Al-Khatib Al-Baghdadi's view, "*mulazamah*" creates a strong relationship between the teacher and the student, builds self-discipline, and strengthens the spiritual foundation in learning Islamic knowledge. (Rofik, 2021)

In agreement with Thahir Ibnu 'Asyur (Fauzan & Imawan, 2023), despite living in different periods, both share a similar view of the concept of "*mulazamah*" in Islamic education. Al-Khatib Al-Baghdadi emphasizes active involvement and obedience to the teacher, reflecting discipline and dedication in following religious teachings. On the other hand, Thahir Ibnu 'Asyur adds a further dimension by highlighting interactive, dynamic, and personal aspects in the teacher-student relationship (Anwar & Fathimah, 2023).

Both agree that "*mulazamah*" goes beyond following theoretical teachings, involving practical experience and moral values. In their view, "*mulazamah*" creates a strong bond between the teacher and the student, where the student is not just a passive recipient of knowledge but an active participant in the learning process, enriching the spiritual and ethical dimensions in the context of Islamic education.

Thus, "*mulazamah*" signifies attachment and obedience to the teacher in the context of Islamic education. According to Al-Khatib Al-Baghdadi, it stems from "lazama," meaning to stay and follow. Thahir Ibnu 'Asyur adds a personal and interactive dimension, emphasizing the dynamic teacher-student relationship. Both agree that "*mulazamah*" involves active

participation, not just theoretical understanding, creating a strong bond and enriching the spiritual and ethical dimensions in Islamic education.

The Mulazamah method at Pondok Pesantren Miftahul Huda Al-AI-Ulya focuses on direct interaction between students and teachers, creating an intensive and engaged learning approach (Aji et al., 2022). Mulazamah not only provides a platform for knowledge absorption but also fosters a deep understanding of Islamic teachings through personal guidance. Teachers are not only instructors but also mentors who provide guidance in academic and spiritual aspects (Anshory, 2023).

This method emphasizes the application of Islamic values in daily life, strengthens students' involvement in worship practices, and shapes Islamic character. Pondok Pesantren Miftahul Huda Al-AI-Ulya is committed to producing a generation that is not only academically intelligent but also strong in faith and virtuous in character through the holistic Mulazamah learning approach.

Implementation of the Mulazamah Method in Sharia Studies at Pondok Pesantren Miftahul Huda Al-Ulya

The implementation of the Mulazamah method at Pondok Pesantren Miftahul Huda Al-Ulya involves concrete steps in establishing a close relationship between educators and students, in line with the concept of "mulazamah." Teachers not only serve as theoretical guides but also as role models in the day-to-day experiences of the students. Students actively participate in the learning process, not merely attending theoretical classes but engaging in practical applications that foster deep understanding and moral values (Hafiz, Nashir, & Rochmawan, 2023).

The implementation steps also entail active participation of students in various pesantren activities, ensuring profound personal experiences and a strong bond between teachers and students (Ngabdul Shodikin et al., 2023). This creates an educational environment that not only produces academics but also shapes individuals with ethical principles who can apply religious teachings in their daily lives.

In implementing the Mulazamah method at Pondok Pesantren Miftahul Huda Al-Ulya, the dynamic relationship between educators and students takes center stage. Through this approach, educators play a role not only as conveyors of theoretical knowledge but also as mentors directly involved in the personal and spiritual development of students. Students are encouraged to follow teachers not only in the classroom but also in daily life, instilling practical Islamic values and ethics (Ansyarina, 2022).

The active involvement of students in various pesantren activities, such as studying yellow books, worship, and personal guidance, serves as a platform for applying the knowledge acquired. Thus, the implementation of the Mulazamah method at Pondok Pesantren Miftahul Huda Al-Ulya not only deepens the understanding of Islamic knowledge but also forges a strong bond between teachers and students to shape a generation of high quality in spirituality and morality.

Moreover, the implementation of the Mulazamah method at Pondok Pesantren Miftahul Huda Al-Ulya also includes the formation of a solid learning community. Students not only receive knowledge from teachers but also motivate and support each other in their educational journeys. Group discussions, symposiums, and practical experiences serve as avenues to enrich collective understanding of Sharia studies.

Pondok Pesantren Miftahul Huda Al-Ulya places emphasis on character development, ensuring that students become not only knowledgeable but also leaders with integrity capable of making positive contributions to society. Therefore, the implementation of the Mulazamah method at this pesantren has a holistic impact, creating an educational environment that molds individuals committed to Islamic values in their daily lives.

Engagement and Integration of Sharia Studies in Applying Religious Teachings

The implementation of the Mulazamah method at Pondok Pesantren Miftahul Huda Al-Ulya, with direct engagement and integration of Sharia studies with contemporary needs, significantly enhances the readiness of students to apply religious teachings in their daily lives. Direct engagement allows students to experience religious teachings in practical contexts, deepening their understanding and practical skills.

The integration of Sharia studies with contemporary needs ensures that students can respond to the dynamics of the times with contextual understanding. They become more prepared to face moral, social, and ethical challenges relevant to everyday life. Thus, the implementation of the Mulazamah method at this pesantren creates students who are not only academically competent but also ready to apply religious teachings in daily life with profound contextual awareness (Muchsin, 2017).

The impact of direct engagement and the integration of Sharia studies with contemporary needs at Pondok Pesantren Miftahul Huda Al-Ulya is also evident in the formation of students' characters. Students not only understand the values of religion theoretically but also internalize and apply these teachings in their daily actions. This creates individuals who are not only knowledgeable about Sharia studies but also possess attitudes, behaviors, and decisions that align with Islamic values.

Furthermore, direct engagement and the integration of Sharia studies relevant to the times help students develop a deep understanding of the interconnectedness between religious teachings and the realities of modern life. This creates harmony between traditional values and contemporary demands, preparing students to be positive agents of change in society.

Thus, the implementation of the Mulazamah method at Pondok Pesantren Miftahul Huda Al-Ulya not only produces students with strong religious knowledge but also individuals ready to apply religious teachings in various everyday situations with contextual and profound understanding.

The implications of the discussion above are that the implementation of the Mulazamah method with direct engagement and the integration of Sharia studies at Pondok Pesantren Miftahul Huda Al-Ulya has a significantly positive impact. First, students become not only theoretical understanders of Sharia studies but individuals capable of practically applying religious teachings in their daily lives.

Second, the close relationship between teachers and students formed through the Mulazamah method creates a holistic learning environment, enriching students' personal and spiritual experiences. This also shapes a strong character, based not only on knowledge but also Islamic ethics.

Third, the integration of Sharia studies with contemporary needs prepares students to be adaptive leaders, capable of responding to the changing times with contextual religious understanding. This implication indicates that the Mulazamah method at Pondok Pesantren Miftahul Huda Al-Ulya makes a positive contribution in shaping a generation that is academically, morally, and contextually relevant to the needs of the times.

By implementing the Mulazamah method, Pondok Pesantren Miftahul Huda Al-Ulya has successfully created an educational environment that goes beyond theoretical understanding. Through direct engagement and the integration of Sharia studies with contemporary needs, students not only gain profound knowledge but also practical skills and relevant understanding to navigate the dynamics of contemporary life.

This method not only produces students with a solid foundation in Sharia studies but also strong characters with internalized morals. The close relationship between teachers and students creates a learning atmosphere based on religious values, shaping individuals who are not only academically competent but also capable of applying religious teachings in their daily actions. Thus, Pondok Pesantren Miftahul Huda Al-Ulya makes a positive contribution in shaping a Muslim generation that is not only intelligent and high-quality but also ready to face the complex challenges and dynamics of the modern era.



Conclusion (خاتمة)

The application of the Mulazamah method in Sharia education at Pondok Pesantren Miftahul Huda Al-Ulya, Donoyunan, Kalijambe, Sragen, has yielded positive results in cultivating academically competent and morally upright Muslimah generations. Through the study of books such as Bidayatul Hidayah, Tadzkiratus Sami' wal Mutakallim, At-Tibyan fie Adabi Hamalatil Qur'an, and Tarbiyah Syakhsyah Quraniyyah, participants can read without diacritics, comprehend meanings, and apply teachings in their daily lives.

With the Mulazamah method, learning not only prioritizes cognitive aspects but also focuses on character formation and self-awareness. Participants have successfully become cultured Muslimahs following the guidance of the taught books. As a result, Pondok Pesantren Miftahul Huda Al-Ulya has created a holistic learning environment that integrates academic knowledge and Islamic values. This method has the potential to make a positive contribution to the role of pesantren in educating generations well-versed in religious knowledge and possessing a strong Islamic personality. Moreover, the implementation of this method could serve as a model for other Islamic educational institutions to achieve Sharia-oriented and competitive education.



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