

The Urgency of Yellowislamic Book Learning Innovation in Pesantren: A Case Study of the Minikom Dormitory at PP Mambaul Ulum Bata- Bata

Sari Nusantara Putri
IAI Al-Khiarat Pamekasan
nusantarasari@gmail.com

Corresponding Author: Sari Nusantara Putri

Article history: Received: Oktober 06, 2023 | Revised: Desember 26, 2023 | Available
Online: Januari 27, 2024

Abstrack

This study analyzes the effectiveness of educational management in the Minikom dormitory of Pondok Pesantren Mambaul Ulum Bata-Bata, focusing on its influence on student learning outcomes. The main variables are educational management practices—planning, implementation, and supervision—and their relationship to the effectiveness of learning in the boarding school environment. The study uses a qualitative approach to explore these dynamics, as this method allows for an in-depth understanding of contextual and organizational practices. Data were collected through interviews, observation, and document analysis involving dormitory leaders, educators, and students. Findings reveal that educational management in the Minikom dormitory follows a structured planning process, consistent program implementation, and integrated supervision. These elements contribute to fostering student engagement and improving learning effectiveness. The study underscores the significance of coherent management strategies in enhancing educational outcomes within Islamic boarding school settings.

Keyword: Educational management; Pondok Pesantren; Minikom; Effectiveness learning

INTRODUCTION

Pesantren, as a traditional Islamic educational institution, has an important role in preserving and developing valuable intellectual heritage through the learning of the yellowIslamic classic books (kitab kuning). (Usman, 2013). Basically, the urgency of pesantren innovation in yellowIslamic classic book learning is not only about the maintenance of tradition, but also closely related to the relevance and adaptation to the demands of an ever-changing era. (Mahyudin, Meliza, Ahmad, Talqis, & Sri, 2021).

The urgency of innovating yellowIslamic classic book learning in pesantren aims to; *first*, preserve the intellectual wealth contained in the yellowIslamic classic book. YellowIslamic classic book learning in pesantren not only maintains the existence of these classic texts, but also continues the tradition of interpretation and discussion that has been going on for centuries. (Wajdi, Dewi, & Kurniawan, 2022). This helps to ensure that the knowledge and values contained in the yellowIslamic classic books remain relevant and can be passed on to future generations. *Second*, the adjustment of methods and curricula to the needs and interests of students (Zainuri, Yunita, Wijaya, Purnamasari, & Meyrinda, 2023). *Third*, pesantren as centers of Islamic education also have a strategic role in providing holistic education, which not only emphasizes scientific aspects, but also the formation of individual character and spirituality. (Husnan & Muhlas, 2021).

Ali & Pettalongi, (2019) stated that the urgency of pesantren innovation in learning the yellowIslamic classic book not only has an impact on the continuity of the Islamic intellectual tradition, but also in shaping critical thinking and solid spirituality in future generations of Islam. Furthermore El Syam, Haryanto, El Syam, & Haryanto, (2022) said, This innovation is an important milestone in ensuring the relevance of pesantren as educational institutions that are at the forefront in developing the potential of santri and preparing them to face complex global challenges.

One of the pesantrens that innovates in learning the yellowclassical books is PP Mambaul Ulum Bata-Bata. One of the prominent initiatives of this boarding school is Asrama MINIKOM, a course institution established by the *A'wan* council of RKH. Moh Thohir Abdul Hamid in 2017. Asrama MINIKOM was initially formed with a focus on accelerating the reading of the yellow book, but along with its development, in 2018 this institution also added superior programs such as reading the Qur'an and ubudiyah.

Basically, there have been many studies on the innovation of yellowIslamic classic book learning. One of them is a systematic literature review research conducted by Arif,

Harun, & bin Abd Aziz, (2022) which examines the development of yellow Islamic classic book learning in pesantren. This research confirms the development trend of the yellow classic book reading method in the 21st century, which combines traditional methods such as *Ibtida'I*, *Tamyiz*, and *Amtsilati* with modern approaches such as *bandongan*, *talaqqi*, *halaqah*, and *tarqib*. Research Fauziah & Al Ghazal, (2022) Examines learning methods at Al-Falah Dago Islamic Boarding School and Tanjung Salam Islamic Boarding School. Research Silfa, Hermawan, & Waluyo, (2022), examining the effect of using the *amtsilati* method in learning yellow classical books at al-hikamusalafiyah cipulus purwakarta Islamic boarding school. Research Hartono, (2020) The important findings of the research are on the pattern of classroom management at Pondok Pesantren As-Sunniah Kencong and Pondok Pesantren Baitul Arqom Balung, Jember Regency using behavior modification, socio-emotional, and group process approaches. Classroom conduciveness is viewed from synergistic interactions between *kiai*, teachers, and students, which support learning objectives in harmony.

The research examines the effectiveness of the education management pattern in the Final Class Dormitory of Majelis Musyawarah Kutubuddiniyah Pondok Pesantren Mambaul Ulum Bata-Bata in achieving Islamic learning objectives, by considering supporting and inhibiting factors such as planning, program implementation, and supervision involving internal (activities, talents, motivation of santri) and external aspects (government regulations, technology, facilities). This study aims to evaluate the contribution of the implementation of educational management in the final grade dormitory to the effectiveness of santri learning, while identifying the constraints that affect the learning process in the boarding school environment.

RESEARCH METHODS

This research uses a qualitative approach to explore in-depth understanding of learning management in the M2KD Final Class Dormitory (Majelis Musyawarah Kutubuddiniyah) of Mambaul Ulum Bata-Bata Islamic Boarding School. (Sugiyono, 2019). This approach is focused on verbal descriptions and observable behavior of individuals and their overall context. The data used consists of primary data obtained directly from interviews with the head of the management, head of the dormitory, teaching *ustadz*, and *santri*, as well as direct observation. Meanwhile, secondary data includes documents such as dormitory profiles,

organizational structures, and learning modules. Data collection procedures include unstructured interviews, direct observation, and documentation.

Data analysis was conducted iteratively through data reduction to simplify and abstract information, data presentation to organize information in the form of matrix or scheme, and conclusion drawing to generate a deeper understanding of learning management in Minikom. Techniques to ensure data validity use several steps, such as extended observation, increased persistence, and triangulation to ensure validity, transferability, dependability, and confirmability of research results. This methodology provides an in-depth understanding of the effectiveness of educational management in the final year dormitory of the boarding school.

RESULTS AND DISCUSSION

Minikom Profile

Minikom is an institution that focuses on accelerating the reading of the basic yellow scriptures, as well as reading the Qur'an and ubudiyah guidance. Established in 2017 at PP. Mambaul Ulum Bata-Bata Panaan Palengaan Pamekasan, initially Minikom was only a small course with 40 students and 6 educators, limited by two rooms behind the M2KD library. (Juhari, 2022). In 2018, Minikom was developed into a special dormitory for new students in grade VII of MTs and junior high schools, with the addition of Al-Qur'an reading and ubudiyah programs, with the blessing of the boarding school's A'wan council. The dormitory was relocated from Dormitories A and B in February 2019 and received 578 students, far exceeding the 300 expected. (Behri, 2017).

1. Vision and Mission of Minikom Dormitory:

The vision of the Minikom dormitory is "forming a generation of pious and able to read the yellow book", with a focus on achieving the vision as a basic provision for courses in autonomous bodies. The mission of the Minikom dormitory includes instilling Islamic and pesantrenan values, providing ubudiyah guidance, guiding reading the Qur'an, and guiding reading the yellow book in an accelerated manner. This mission is implemented through continuous programs and activities as well as supporting facilities for the development of cognitive, affective, and psychomotor aspects.

2. Motto of Minikom Dormitory:

The motto "Courtesy is Higher Than Intelligence" emphasizes the importance of courtesy and noble character in the development of knowledge and daily behavior, in accordance with the values contained in the book Ta'lim Al-Muta'allim.

MINIKOM Dormitory at Mambaul Ulum Bata-Bata Islamic Boarding School

At Pondok Pesantren Mambaul Ulum Bata-Bata, the implementation of learning in the MINIKOM dormitory is an integral part of the educational experience for first grade students of Madrasah Tsanawiyah and Junior High School. Each student is required to live in the MINIKOM dormitory and follow the programs that have been strictly programmed. (Hidayat, 2022). The dormitory consists of 22 rooms located in two locations, namely 11 rooms to the east of congkop (the grave of KH. Abdul Majid and family) and 11 rooms to the south of the main mushalla of the boarding school.

The main purpose of uniting the first grade students of Madrasah Tsanawiyah and Junior High School in the MINIKOM dormitory is to facilitate better coordination in educational activities, especially in kitabiyah studies. This also makes it easier to supervise the development of santri and provide more focused guidance, especially in learning to recite the Qur'an.

Learning management at the MINIKOM dormitory is led by teachers who approach learners with a personal approach. They organize santri seating in a circle, allowing direct interaction between teachers and students to facilitate a more effective teaching and learning process. Teachers also act as friends as well as mentors in shaping the moral and disciplinary character of the santri.

Learning activities begin with greetings and prayers together to ask for the blessing of knowledge, and end with prayer. The programs at the MINIKOM dormitory include Al-Qur'an reading guidance, with a focus on HALAQAH TADRRUS AL-QUR'AN (HTQ) and sorogan, as well as yellow book studies which are carried out regularly.

In addition, the students are also involved in various preparatory activities such as seminars, field introduction practices (PPL) in local educational institutions, knowledge debriefing before assignments, and internships at Maktab Nubdatul Bayan (Maktuba) to deepen their understanding of classical yellow books and hone their teaching skills.

These programs aim to improve the competence of santri in the aspects of science, morals, and worship, as well as forming a disciplined and responsible character in life in the pesantren environment.

Education Management Pattern at Mambaul Ulum Bata-Bata Islamic Boarding School

Islamic boarding schools (Ponpes) have an important role in community development, and therefore improving the quality of Islamic boarding schools becomes very necessary. Improving the quality of Human Resources (HR) in Ponpes covers both quantity and quality aspects. In terms of quantity, this relates to the amount of availability of human resources needed, while in terms of quality includes physical and non-physical aspects. The physical aspect can be supported by regular nutrition and health programs. While the non-physical aspect consists of the ability to work, think, and various kinds of skills that can be developed through in-depth learning, development, and training to improve the quality of human resources in Ponpes.

Islamic education continues to be faced with increasingly complex problems. Efforts to improve themselves through structuring human resources, increasing competence, and strengthening institutions are absolutely necessary, and all of this is impossible to achieve without professional management. (Zhou et al., 2019). As a system, Islamic education contains various components that are interrelated with each other. These components include the foundation of goals, curriculum, teacher competence and professionalism, teacher and student relationship patterns, learning methodologies, infrastructure, evaluation, financing, and so on. These various components, if carried out without careful concept planning, often run naturally and traditionally, which causes the quality of Islamic education to often show a less proud stat.

In this context, Islamic education management experts formulate a cycle of Islamic education management processes that begins with setting goals first. (Azhar, 2017). After that, plans are made to achieve these goals by organizing various existing resources, both material and non-material. The resources are then mobilized according to their respective tasks, and in their implementation, supervision is carried out so that the process remains in accordance with the previously set plan.

a. Planning

Program management planning in boarding schools is an activity to create and maintain optimal learning conditions. This planning includes the formulation of general and specific objectives to be achieved, the determination of students accepted into the accelerated program, the learning media used, and the learning environment that can affect student growth and development. (Nasir & Maisah, 2022). In order to prepare santri

to become future leaders, program planning includes aspects of students, curriculum, teachers, and facilities and infrastructure.

b. Organizing

According to (Dangkua & Suprpto, 2021)(Dangkua & Suprpto, 2021), organizing includes departmental efforts which are specializations in terms of the organization as a whole and the division of labor, namely the specialization of the members of the organization. Principals who manage accelerated programs need realistic and clear ideas in organizing accelerated programs that refer to established guidelines. Congruence between teachers in schools can balance legitimacy, efficiency, effectiveness, and excellence so that accelerated programs can create an atmosphere of hope and believe that all programs can be implemented to achieve high levels of achievement. (Sholeh, 2016).

c. Implementation (Actuating)

Actuating is the process of mobilizing or stimulating group members to carry out their respective tasks with good will and enthusiasm. The actuating function is closely related to human resources. (Stoychev & Ionov, 2016). Therefore, an Islamic education leader in fostering cooperation, directing, and encouraging the work enthusiasm of subordinates needs to understand various human factors. Actuating is not just sweet words, but a deep understanding of the various abilities, capabilities, conditions, motivations, and needs of others that serve as a means of driving them to work together as a team.

d. Supervision (Controlling)

The supervisory function is an effort to adjust the plan that has been prepared with the implementation in the field to find out the results achieved are really in accordance with the plan. This information can be obtained through communication with subordinates, reports from subordinates, or direct observation. If the results are not in accordance with the specified standards, the leader can request information about the problems encountered and make evaluations and improvements so that the implementation of the task is back in accordance with the plan. (Jung, 2014).

Through this approach, Pondok Pesantren Mambaul Ulum Bata-Bata applies comprehensive management principles in supporting the effectiveness and efficiency of the educational process in the pesantren environment. The implementation of POAC (Planning, Organizing, Actuating, Controlling) not only facilitates academic learning but

also shapes the character and morality of santri to contribute positively to society in the future (Sayyi, Gaffar, & Nisak, 2023).

In the context of Islamic education management, these aspects are crucial in ensuring that the objectives of pesantren education, which include moral formation, scientific improvement, and discipline development, can be achieved optimally. This is in line with Islamic values that encourage careful planning and strict supervision to produce competent and responsible generations.

Thus, through the integration of holistic education management patterns and oriented towards Islamic values, Pondok Pesantren Mambaul Ulum Bata-Bata is committed to providing quality and relevant education for the development of students in the present and future. (Sahaludin & Kurniawan, 2020).

Management Patterns in the Final Class Dormitory M2 of Mambaul Ulum Bata-Bata Islamic Boarding School

The duty teacher preparation program at Pondok Pesantren Mambaul Ulum Bata-Bata is designed to enhance the pedagogical competencies of prospective teachers through a range of structured educational activities. The following is an analysis of each implemented program, grounded in theoretical frameworks and supported by previous studies, highlighting its contribution to the development of teacher training practices in Islamic boarding schools (pesantren) and other faith-based educational environments.

1. Qur'an Reading Guidance Program

This program consists of Halaqah Tadris Al-Qur'an (HTQ) and training using the At-Tanzil method. Prospective teachers engage in group recitations of the Qur'an under the guidance of mentors who provide immediate corrective feedback. This approach aligns with (Nurmiati, 2021) findings, which underscore the importance of pedagogical competence in Qur'anic studies, especially within the context of the 2013 curriculum implementation in Indonesia. Success indicators include improvement in tajweed accuracy, reading fluency, and comprehension of verse meanings. The program faces challenges such as limited instructional time and varying initial skill levels among participants. Nevertheless, it provides a foundational framework for effective Qur'anic instruction, which is a critical competency for teachers in the pesantren context.

2. Classical Islamic Text (Kitab Kuning) Study Program

The study of *kitab kuning* (classical Islamic texts) is a hallmark of traditional pesantren education, aimed at strengthening students' abilities to interpret and understand foundational Islamic knowledge. At Pondok Pesantren Mambaul Ulum Bata-Bata, this program is implemented daily over a full academic year using *as-Sullam at-Taufiq* as the core text. Students are grouped and guided by qualified *ustadz* to promote intensive and focused learning. (Fatoni & El-yunusi, 2024) found that such programs enhance religious understanding while simultaneously cultivating discipline and character among students. The pedagogical methods employed, such as discovery-based and analytical learning models, have been shown to significantly improve students' critical thinking skills (Apdoludin, Mujiyono, & Hadiyanto, 2017). This program thus plays a pivotal role in building the pedagogical depth of future educators through mastery of classical Islamic scholarship.

3. Seminar Program

The seminar component aims to broaden prospective teachers' perspectives and pedagogical knowledge. Due to administrative constraints, however, only one seminar was conducted during the current academic year (Priajana, 2022). This situation reflects the broader challenge of sustaining supplementary educational activities within a tightly managed institutional schedule. (Ribes, Jackson, Geiger, Burton, & Finholt, 2013) emphasizes the need for early planning, collaborative task delegation, integration of technology, and continuous evaluation to address such challenges effectively. Implementing these strategies can ensure that the program continues to achieve its goals in a sustainable manner. Comparisons with teacher training models in other Islamic institutions indicate that seminars are an essential element in professional development, despite common logistical hurdles.

4. Field Teaching Practice (PPL) Program

The Field Teaching Practice (PPL) program is designed to cultivate teaching confidence and practical classroom experience in real educational settings. It serves as a benchmark for evaluating the readiness of teacher candidates in delivering instruction. This program includes:

a. Pre-Assignment Briefing Program

This component aims to equip prospective teachers with new insights and experiences prior to their assignments. (Novita, Solihin, Istikomah, Kurniawan, & Umatin, 2022) argues that PPL provides teacher candidates with valuable exposure

to real-life teaching contexts, enabling them to apply educational theories and pedagogical techniques acquired during training.

b. Internship Program

Conducted at Maktab Nubdatul Bayan (Maktuba) over a two-month period, the internship allows participants to understand school management processes and effective instructional delivery. (Yunus, Hashim, Ishak, & Mahamod, 2010) reports that such hands-on experience significantly enhances teaching skills and classroom management capabilities among pre-service teachers. Consequently, the PPL program contributes meaningfully to the evolution of teacher education practices within pesantren and other faith-oriented schooling systems.

The teacher preparation programs implemented at Pondok Pesantren Mambaul Ulum Bata-Bata reflect a comprehensive and integrated approach to developing competent educators. By combining theoretical instruction with hands-on experience and emphasizing both character formation and pedagogical mastery, this model offers a significant contribution to the field of teacher education in Islamic contexts. It provides a replicable framework for similar institutions seeking to enhance the professional readiness of faith-based educators.

CONCLUSION

Based on the explanation in the previous chapter, the following is a summary of the conclusions of the results of this study: Education Management Patterns at Mambaul Ulum Bata-Bata Islamic Boarding School: first, Planning is a systematic process of preparation to achieve Islamic education goals. Second, organizing involves organizing all activities at the boarding school; third, Actuating is the process of stimulating group members such as teachers to carry out their duties enthusiastically; fourth, Controlling is carried out to adjust the plan with field implementation to ensure the results are in accordance with the predetermined plan.

Meanwhile, Management in the M2 Final Grade Dormitory is carried out in several steps: first, Planning is carried out after the santri have graduated, with the obligation to move to a special dormitory within the boarding school. They follow the program and activities for one year; Second, Program Implementation organized by the taudhifiyah board aims to prepare prospective task teachers through 6 activities, including Al-Qur'an reading guidance, yellow book studies, seminars, PPL, internships, and debriefing; third, Supervision

of program implementation is not carried out by a specially designated body, but all administrators and teachers are responsible for this supervision. Coordination of supervision is held by Ust. Ahmad Ghazali, who reports the condition of the students in participating in activities in the dormitory and other places such as madrasah and pesantren halls.

Bibliography

- Ali, M., & Pettalongi, S. (2019). Innovation Governance of Buntet Traditional Islamic Education. In *ICERI2019 Proceedings* (pp. 9241–9247). IATED.
- Apduludin, A., Mujiyono, W., & Hadiyanto, H. (2017). Analysis and Discovery Model for Learning Yellow Book in Pesantren. *The Online Journal of New Horizons in Education*, 7(4), 1–11.
- Arif, M., Harun, M., & bin Abd Aziz, M. K. N. (2022). A Systematic Review Trend of Learning Methods for Reading the Kitab Kuning at Pesantren (2000-2022). *Journal of Islamic Civilization*, 4(2), 146–164.
- Azhar, C. (2017). Manajemen pengembangan pendidikan Islam perspektif al-Quran. *Tarjih: Jurnal Tarjih Dan Pengembangan Pemikiran Islam*, 14(1), 1–18.
- Behri, M. (2017). Penerapan Program Akselerasi Baca Kitab Kuning Di Majelis Musyawarah Kutubuddiniyah (M2KD) PP. Mambaul Ulum Bata-Bata Ds. Panaan Kec. Palengaan Kab. Pamekasan. *FIKROTUNA: Jurnal Pendidikan Dan Manajemen Islam*, 6(02).
- Dangkua, T., & Suprpto, S. (2021). The Role of Supervision and Education Authorities of Youth Culture Rovinsigorontalo in School Service. *Journal of Education Review Provision*, 1(1), 23–31.
- El Syam, R. S., Haryanto, S., El Syam, R. S., & Haryanto, S. (2022). Innovation of Islamic Education System in Pondok Boarding. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*, 5(2), 11618–11630.
- Fatoni, A., & El-yunusi, M. Y. M. (2024). The Application of Yellow Book Learning in Increasing the Knowledge of Students in At-Taroqqi Karongan Sampang Islamic Boarding School, 5, 51–58. <https://doi.org/10.59525/ijois.v5i2.568>
- Fauziah, A., & Al Ghazal, S. (2022). Studi Komparatif Metode Pembelajaran Kitab Kuning di Pondok Pesantren Tanjung Salam Ciwidey Kab. Bandung dan Pondok Pesantren Al-Falah Dago Bandung. In *Bandung Conference Series: Islamic Education* (Vol. 2, pp. 523–529).
- Hartono, H. (2020). Classroom Management in Basic Yellow Book Learning at The Pesantren. *Madrosatuna: Journal of Islamic Elementary School*, 4(1), 9–21.
- Hidayat, N. (2022). IMPLEMENTASI METODE MUNADZARAH DALAM ISLAM DI MAJELIS MUSYAWARAH KUTUBUDDINIYAH PONDOK PESANTREN MAMBAUL ULUM BATA-BATA PAMEKASAN. *Studia Religia: Jurnal Pemikiran Dan Pendidikan Islam*, 6(1).
- Husnan, R., & Muhlas, M. (2021). Manajemen Pengembangan Kurikulum Pesantren di Jawa Timur. *JIEMAN: Journal of Islamic Educational Management*, 3(2), 277–294.
- Juhari, J. (2022). Manajemen Program Akselerasi Belajar Majelis Musyawarah Kutubuddiniyah (M2KD) di Pondok Pesantren Mambaul Ulum Bata-Bata Panaan Pamekasan. INSTITUT AGAMA ISLAM NEGERI MADURA.
- Jung, H. (2014). *Controlling*. Oldenbourg Wissenschaftsverlag.
- Mahyudin, R., Meliza, B., Ahmad, L., Talqis, N., & Sri, Z. (2021). The management of Arabic language and the yellow book curriculum planning at Islamic Boarding Schools in respond to the freedom to learn education system. *Journal of Management Information and Decision Sciences*, 24(1), 1–11.

- Nasir, M., & Maisah, M. (2022). Pengelolaan Pondok Pesantren Dalam Pengembangan Pendidikan Agama Islam (Studi Pada Pondok Pesantren Baiatul Quran Kabupaten Lingga). *Jurnal Manajemen Pendidikan Dan Ilmu Sosial*, 3(2), 602–623.
- Novita, M., Solihin, M., Istikomah, I., Kurniawan, S., & Umatin, A. R. (2022). Student Performance in Field Experience Program and Educational Institution Satisfaction. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 6(2), 544–560.
- Nurmiati, N. (2021). THE PEDAGOGICAL COMPETENCE OF TEACHERS OF AL-QUR'AN HADITH STUDIES IN THE IMPLEMENTATION OF THE 2013 CURRICULUM. *Idaarah: Jurnal Manajemen Pendidikan*, 5, 128. <https://doi.org/10.24252/idaarah.v5i1.21155>
- Priajana, N. (2022). the Challenges of Pre-Service English Language Teachers: a Reflection of Their Teaching Practicum. *FLIP: Foreign Language Instruction Probe*, 1(1), 29–36. <https://doi.org/10.54213/flip.v1i1.123>
- Ribes, D., Jackson, S., Geiger, S., Burton, M., & Finholt, T. (2013). Artifacts that organize: Delegation in the distributed organization. *Information and Organization*, 23(1), 1–14.
- Sahaludin, A., & Kurniawan, I. (2020). Paradigma Transdisiplineritas dalam Pendidikan Islam. *Jurnal Literasi Pendidikan Nusantara*, 1(2), 149–160.
- Sayyi, A., Gaffar, A., & Nisak, S. (2023). TRANSFORMATION OF ISLAMIC RELIGIOUS EDUCATION: AN ANALYSIS OF THE IMPLEMENTATION OF THE INDEPENDENT CURRICULUM IN CLASS VII SMPN 3 PAMEKASAN. *Molang: Journal Of Islamic Education*, 1(02), 15–28.
- Sholeh, M. (2016). Keefektifan peran kepala sekolah dalam meningkatkan kinerja guru. *JDMP (Jurnal Dinamika Manajemen Pendidikan)*, 1(1), 41–54.
- Silfa, D., Hermawan, I., & Waluyo, K. E. (2022). Implementasi Metode Amsilati dalam Mempermudah Membaca Kitab Kuning di Pondok Pesantren Al-Hikamusalafiyah Cipulus Purwakarta. *FONDATLA*, 6(3), 501–512.
- Stoychev, G. V., & Ionov, L. (2016). Actuating fibers: design and applications. *ACS Applied Materials & Interfaces*, 8(37), 24281–24294.
- Sugiyono. (2019). *Kuantitatif, Kualitatif, dan R&D*. (Alfabeta, Ed.). Bandung.
- Usman, I. M. (2013). Pesantren sebagai lembaga pendidikan islam. *Jurnal Al Hikmah*, 14(1), 101–119.
- Wajdi, M. B. N., Dewi, M. P., & Kurniawan, M. I. (2022). The Future of Pesantren as Islamic Education. *EDUCATIO: Journal of Education*, 7(2), 115–120.
- Yunus, M. M., Hashim, H., Ishak, N. M., & Mahamod, Z. (2010). Understanding TESL pre-service teachers' teaching experiences and challenges via post-practicum reflection forms. *Procedia-Social and Behavioral Sciences*, 9, 722–728.
- Zainuri, A., Yunita, Y., Wijaya, W., Purnamasari, A., & Meyrinda, J. (2023). Pelaksanaan Kurikulum Merdeka Belajar di Pondok Pesantren Latansa Palembang Darussalam. *CENDEKIA: Jurnal Studi Keislaman*, 9(1), 29–43.
- Zhou, P., Mai, L., Zhang, J., Xu, N., Wu, Z., & Davis, L. S. (2019). M2kd: Multi-model and multi-level knowledge distillation for incremental learning. *ArXiv Preprint ArXiv:1904.01769*.