



Implementing Islamic Education and Community Service: A Case Study of HIQMA (The Association of University Reciters) at Universitas Islam Negeri Syarif Hidayatullah Jakarta

Rizkiyah Mutiara Sari^a, Atita Cahyani Wibawanto^b

^aUniversitas Islam Negeri Syarif Hidayatullah Jakarta, Indonesia; ^bEz-Zitouna University Tunis, Tunisia

Abstract

Purpose – This study aims to explore the implementation of Islamic education by the HIQMA student organization at Universitas Islam Negeri Syarif Hidayatullah Jakarta and its contributions to community service. This research addresses gaps in understanding the role of student organizations in Islamic education, particularly focusing on HIQMA's community service initiatives.

Methods/Design/Approach – Utilizing a qualitative case study design, this research involves in-depth interviews, participatory observation, and document analysis. Twenty active HIQMA members and thirty community participants were selected through purposive sampling. Data were analyzed thematically to identify key patterns and themes.

Findings – The study found that HIQMA's structured programs significantly enhance Islamic knowledge and community bonds. Key programs include weekly Islamic study sessions (Kajian Umum), Quran recitation classes (Maghrib Mengaji), intensive Ramadan programs (Pesantren Kilat), and digital content through Islamic podcasts. Factors such as strong institutional support and active community participation were critical to the success of these programs, while challenges included limited human resources and complex administrative procedures.

Originality/Value – This study provides new insights into the role of student organizations in implementing Islamic education and contributing to community service. It underscores the potential of structured, regular programs in enhancing religious knowledge and skills. The research also emphasizes the significance of institutional support and community involvement in the success of educational initiatives.

Practical Implications – The findings suggest that structured religious education programs can foster personal and community religious growth. Continuous support, resource allocation, and simplified administrative procedures are essential for sustaining these educational initiatives. Policymakers and educational institutions should consider integrating digital media to expand the reach and impact of religious education.

Keywords Islamic education, student organizations, community service, religious knowledge, educational programs, qualitative research

Paper type Research paper

Article History

Received	11 January 2024
Revised	12 February 2024
	28 March 2024
Accepted	26 April 2024



1. Introduction

Education is a crucial element in human life that enables individuals to acquire the knowledge, skills, and values necessary to become intelligent, productive, and competitive members of society. Additionally, education plays a role in shaping an individual's character, morals, and personality. In the context of Islam, education is known by the terms *tarbiyah*, *ta'lim*, and *ta'dib*, which reflect holistic and integral educational values (Tafsir, 2001). Since its inception, Islam has shown significant attention to education, knowledge, and the values of wisdom contained in the Qur'an and hadith.

Many studies have explored various aspects of education and its role in society. For instance, Anwar et al. (2019) emphasized the role of students as agents of change and social control, bringing about positive change in society. Rahmadania et al. (2021) indicated that the quality of society is determined by the quality of its education. Fitria (2016) highlighted the importance of the presence and professionalism of educators as facilitators in educational programs. Kartika et al. (2019) identified educational infrastructure support as a critical factor in supporting the smooth implementation of educational programs and improving school quality.

Research by Umar et al. (2022) revealed serious issues such as juvenile delinquency and drug abuse, underscoring the importance of Taman Pendidikan Al-Qur'an (TPQ) in enhancing the religiosity of adolescents. Putri (2017) emphasized the use of engaging learning media to boost students' motivation to learn. Normina (2016) demonstrated that community participation in education is vital for the advancement of educational institutions. These studies illustrate various significant aspects and dimensions in education that are interconnected and mutually influential.

Despite extensive research, there remain limitations in the implementation of Islamic education on campuses, particularly in the role of Student Activity Units (UKM). For instance, Irawan et al. (2021) identified overly structuralist and centralist bureaucracy as obstacles in advancing Islamic education. The research by Amalia Dwi Pertiwi et al. (2021) emphasized the importance of student organizations in fostering critical attitudes and active contributions to society but did not specifically examine the role of UKMs in the development of Islamic education.

Based on the review of previous studies, several research gaps need further exploration. One significant gap is the lack of in-depth research on the implementation of Islamic education by UKMs on campuses, especially in the context of community service. Referring to Miles' model (2017), this study focuses on methodological and empirical gaps in the existing literature.

This research aims to explore how the implementation of Islamic education by UKM HIQMA (The Association of University Reciter) at the Universitas Islam Negeri (UIN) Syarif Hidayatullah Jakarta contributes to community service. The issues addressed include how UKM HIQMA Universitas Islam Negeri Syarif Hidayatullah Jakarta implements Islamic education, the supporting and inhibiting factors in the implementation of community education activities, and the impact of HIQMA's community Islamic education activities.

The primary objectives of this research are:

1. To understand how UKM HIQMA Universitas Islam Negeri Syarif Hidayatullah Jakarta implements Islamic education.
2. To identify the supporting and inhibiting factors in the implementation of community education activities by HIQMA.
3. To evaluate the impact of HIQMA's community Islamic education activities.

This research is expected to significantly contribute to the understanding of the role and contribution of students and UKMs in the development of Islamic education on campus and in the surrounding community. The results of this study can provide new insights useful for the development of more effective and sustainable Islamic education programs

in the future. The effective implementation of Islamic education programs by UKMs is anticipated to achieve the set objectives and ensure the success of the programs implemented, supported by adequate human resources and appropriate program planning and execution.

2. Methods

This study employs a qualitative approach with a case study design to explore the implementation of Islamic education by the Student Activity Unit (UKM) HIQMA at Universitas Islam Negeri (UIN) Syarif Hidayatullah Jakarta. This approach was chosen to gain an in-depth understanding of phenomena within real-life contexts (Yin, 2018) and to uncover the supporting and inhibiting factors in the implementation of educational activities and their impact on the community.

2.1 Participants

The participants in this study are members of UKM HIQMA and community members targeted by the service programs. Participants were selected through purposive sampling to ensure they have direct experience with the educational activities conducted by HIQMA (Patton, 2002). A total of 10 active members of UKM HIQMA and 10 community members who participated in the educational programs were involved in this study.

Table 1. Respondent Profiles

Respondent Code	Participant	Age	Gender	Role/Involvement in HIQMA
A1	UKM HIQMA Member	21	Male	Head of Education Division
A2	UKM HIQMA Member	22	Female	Secretary of Education Division
A3	UKM HIQMA Member	20	Male	Member of Education Division
A4	UKM HIQMA Member	23	Female	Member of Education Division
A5	UKM HIQMA Member	21	Male	Member of Education Division
A6	UKM HIQMA Member	22	Female	Member of Education Division
A7	UKM HIQMA Member	20	Male	Member of Education Division
A8	UKM HIQMA Member	23	Female	Member of Education Division
A9	UKM HIQMA Member	21	Male	Member of Education Division
A10	UKM HIQMA Member	22	Female	Member of Education Division
M1	Community	35	Male	Parent of Pesantren Kilat participant
M2	Community	32	Female	Parent of Pesantren Kilat participant
M3	Community	45	Male	Parent of Pesantren Kilat participant
M4	Community	40	Female	Parent of Pesantren Kilat participant
M5	Community	30	Male	Parent of Pesantren Kilat participant
M6	Community	28	Female	Parent of Pesantren Kilat participant
M7	Community	50	Male	Parent of Pesantren Kilat participant
M8	Community	38	Female	Parent of Pesantren Kilat participant
M9	Community	29	Male	Parent of Pesantren Kilat participant
M10	Community	36	Female	Parent of Pesantren Kilat participant

2.2 Data Collection

Data were collected through multiple methods:

1. In-Depth Interviews: Semi-structured interviews were conducted with UKM HIQMA members and community members to explore participants' experiences, views, and perceptions of the implementation of Islamic education, as well as the supporting and inhibiting factors and the impact of the activities (Kvale & Brinkmann, 2009).
2. Participant Observation: The researcher was directly involved in the educational activities conducted by HIQMA to observe the processes and dynamics during the activities (Spradley, 1980).
3. Documentation: Documents related to the Islamic education activities by UKM HIQMA, such as activity reports, learning materials, and meeting notes, were analyzed to complement data from interviews and observations (Bowen, 2009).

2.3 Data Analysis

Data were analyzed using thematic analysis techniques to identify relevant patterns, themes, and categories (Braun & Clarke, 2006). The analysis process involved several steps:

1. Data Transcription: All interviews were recorded and transcribed verbatim.
2. Coding: Transcripts, observation notes, and documents were organized and coded to identify key themes.
3. Theme Identification: Similar codes were grouped into larger themes.
4. Interpretation: The identified themes were interpreted and compared with existing literature to understand the implications of the research findings.

2.4 Ethical Considerations

This study received approval from the Research Ethics Committee of UIN Syarif Hidayatullah Jakarta. Participants were fully informed about the research objectives, procedures, and their rights, including the right to withdraw at any time without consequence. Informed consent was obtained from all participants before data collection. Confidentiality and anonymity of the participants were maintained by using specific codes to identify participant data (Israel & Hay, 2006).

With systematic research methods and thorough ethical considerations, this study is expected to provide in-depth insights into the implementation of Islamic education by UKM HIQMA and its contribution to community service.

3. Results

The results of this study align with the research objectives, focusing on understanding how UKM HIQMA at Universitas Islam Negeri (UIN) Syarif Hidayatullah Jakarta implements Islamic education, identifying the supporting and inhibiting factors, and evaluating the impact of these educational activities on the community. The following tables provide a detailed overview of the programs conducted, the factors influencing their implementation, and the outcomes observed, offering insights into the effectiveness and challenges of these initiatives.

Table 2. HIQMA Activities and Programs

No.	Activity/Program	Description	Objective	Time/Location	Impact
1	General Study	Weekly study discussing Islamic	Deepen religious understanding and	Every week, Thursday night	Increase in religious

No.	Activity/Program	Description	Objective	Time/Location	Impact
		topics, starting with Yasin recitation and Tahlil.	strengthen bonds between students and the community.	at Al-Jami'ah Mosque, SC UIN Syarif Hidayatullah Jakarta	knowledge and social relationships between students and the community.
2	Maghrib Mengaji	Learning sessions after Maghrib: Murottal, Tahfidz, and Tahsin classes.	Teach Nagham, train memorization, and improve Quranic recitation skills with proper Tajweed.	Every week, Tuesday night (Murottal), Wednesday night (Tahfidz), Thursday night (Tahsin) at Al-Jami'ah Mosque, SC UIN Syarif Hidayatullah Jakarta	Enhanced ability to read, memorize, and understand the Quran.
3	Pesantren Kilat	Intensive three-day, two-night program during Ramadan for TPQ children.	Increase religious understanding, fluency in Quranic reading, and the ability to practice Islamic teachings daily.	Annually during Ramadan at the nearest mosque to UIN Syarif Hidayatullah Jakarta	Improved religious knowledge and practices among children, with strong parental support for the program.
4	Islamic Podcast	Podcast providing Islamic content such as tafsir studies, Islamic life advice, and discussions on contemporary issues.	Provide education, inspiration, and motivation through digital media about Islamic values.	Online, accessible anytime	Reached a wider audience, providing deep understanding of Islamic teachings and daily life motivation.

Table 3. Supporting and Inhibiting Factors

Category	Supporting Factors	Inhibiting Factors
Members	Adequate religious background and skills in Islamic education.	Limited human resources, with some committee members being inactive.
Objectives	Clear objectives based on the statutes to develop faithful, pious, and ethical members.	Differences between academic goals and the primary task of teaching the Quran to the community can be challenging.
Support	Support from Universitas Islam Negeri Syarif Hidayatullah Jakarta in the form of facilities, funding, and guidance.	Transportation or accessibility issues to the activity locations.
Participation	High community participation in each activity.	Complicated regulations or permits and complex administrative procedures.
Media	Availability of adequate learning media - such as Tilawati books, teaching materials, and supporting technology.	

Table 4. Activity Impact

Impact	Description
Understanding of Islamic Teachings	Increased understanding of Islamic teachings, helping individuals deepen their religious knowledge and apply it in daily life.
Formation of Islamic Character and Ethics	Helped shape Islamic character and ethics in the community through activities like Pesantren Kilat, teaching values such as honesty, responsibility, and care for others.
Development of Skills and Abilities	Developed individual skills and abilities in the Islamic context, such as the ability to read and memorize the Quran through the "Maghrib Mengaji" program. These skills help individuals become more competent and confident in contributing to the community.

HIQMA conducts various religious programs to deepen Islamic understanding and strengthen social relationships among students and the community. The "General Study" program, held weekly, has significantly impacted religious knowledge and social bonds. Regular participation in religious studies strengthens the community and facilitates the exchange of knowledge among participants. As respondent A1 stated:

"These weekly studies have greatly helped me understand my religion more deeply and strengthen my relationships with friends and the community."

The "Maghrib Mengaji" program provides specialized training in Quranic reading and memorization through focused classes. The impact of this program is evident in the improved ability to read, memorize, and understand the Quran, which strengthens participants' religious foundations. The structured teaching methods enhance the quality of religious education, offering ongoing opportunities for participants to hone their skills. Respondent A2 mentioned:

"The Tahsin class has greatly helped me improve my Tajweed. I feel more confident when reading the Quran."

"Pesantren Kilat" offers an intensive program during Ramadan, enhancing children's religious understanding and gaining parental support for religious education. This program successfully integrates religious education into children's daily lives, demonstrating that an intensive, practice-focused approach can significantly improve religious knowledge and behavior. Parental support is a key factor in the program's success. A parent, respondent M1, commented:

"My child became more diligent in praying and reading the Quran after attending Pesantren Kilat."

The Islamic Podcast extends HIQMA's reach by providing religious content through digital media. This allows for wider and more flexible access to religious education, supporting a broader audience in gaining a deeper understanding of Islam. The use of technology and digital media becomes an effective tool in disseminating religious values, providing inspiration, and motivation to the community. Respondent M2 stated:

"The Islamic Podcast is very informative and inspiring. I can listen to the studies anywhere and anytime."

The success of HIQMA's programs is influenced by support from Universitas Islam Negeri Syarif Hidayatullah Jakarta in the form of facilities, funding, and guidance. Active community participation is also crucial. However, challenges such as limited human resources, complex administrative procedures, and the difference between academic goals and the task of teaching the Quran to the community exist. Overcoming these obstacles is essential to improving program efficiency. Respondent A3 noted:

"The biggest challenge is the lack of active members. Some activities had to be postponed due to insufficient committee members."

HIQMA has successfully increased understanding of Islamic teachings, shaped Islamic character, and developed religious skills within the community. Character formation and ethical development are particularly achieved through the Pesantren Kilat program, while skill development is evident through the "Maghrib Mengaji" program, contributing positively to the community.

HIQMA's programs have significantly impacted increasing religious understanding, shaping Islamic character, and developing religious skills. To maximize program effectiveness, it is essential for HIQMA to overcome existing obstacles and continue to leverage supporting factors. Thus, HIQMA can continue to grow and provide greater benefits to students and the community.

4. Discussion

Education plays a crucial role in human life, allowing individuals to acquire knowledge, skills, and values necessary to become intelligent, productive, and competitive members of society. In the context of Islam, education, known as *tarbiyah*, *ta'lim*, and *ta'dib*, encompasses holistic and integral values (Tafsir, 2001). Islam has historically emphasized the importance of education, knowledge, and the values contained within the Quran and Hadith.

Previous research has explored various aspects of education and its role in society. For instance, Anwar et al. (2019) highlight the role of students as agents of change and social control, bringing positive change to society. Rahmadania et al. (2021) indicate that the quality of a society is determined by the quality of its education. Fitria (2016) underscores the importance of educators as facilitators in educational programs, while Kartika et al. (2019) emphasize the significance of educational infrastructure in supporting educational programs and improving school quality.

While extensive research exists, there is a gap in the implementation of Islamic education on campuses, particularly in the role of student organizations (UKM). This study aims to explore the implementation of Islamic education by HIQMA and its contribution to community service. The research objectives include understanding the implementation of Islamic education by HIQMA, identifying supporting and inhibiting factors, and evaluating the impact of HIQMA's community education activities.

The analysis of HIQMA's activities reveals a diverse range of religious programs aimed at deepening Islamic understanding and strengthening social relationships between students and the community. The following key findings emerged from the study:

1. *Kajian Umum* (General Studies): This weekly study session on Islamic topics significantly enhances religious knowledge and social bonds among participants.
2. *Maghrib Mengaji*: Structured classes focusing on Quranic recitation, memorization, and proper reading techniques improve participants' Quranic skills.
3. *Pesantren Kilat* (Short Islamic Boarding School): Intensive programs during Ramadan enhance children's religious understanding and parental support for religious education.

4. Podcast Islami: Digital content extends HIQMA's reach, providing accessible religious education and inspiration to a broader audience.

The findings of this study support previous research on the importance of religious education and community involvement. The structured and regular nature of HIQMA's programs aligns with Anwar et al. (2019) and Rahmadania et al. (2021), who highlight the transformative role of education in society. Additionally, the emphasis on educator involvement and infrastructure support, as noted by Fitria (2016) and Kartika et al. (2019), is evident in HIQMA's successful programs.

The success of HIQMA's programs can be attributed to several factors, including strong support from UIN Syarif Hidayatullah Jakarta, active community participation, and the availability of educational resources. The structured approach to teaching and regular program schedules contribute to consistent improvement in participants' religious knowledge and skills.

While the findings demonstrate significant positive impacts, it is essential to interpret them cautiously. The complexity of religious education and the varying levels of participant engagement must be considered when evaluating the overall effectiveness of the programs.

The study's findings have several implications:

1. Theoretical: Reinforces the importance of structured religious education in fostering community bonds and personal religious growth.
2. Practical: Highlights the need for continuous support and resource allocation to sustain effective educational programs.
3. Policy: Suggests the potential for broader implementation of similar programs in other educational institutions to enhance religious education and community service.

Future research should explore the long-term impact of HIQMA's programs on participants and the community. Additionally, investigating the role of digital media in expanding the reach of religious education could provide valuable insights into modern educational strategies.

The study indicates that structured, regular religious education programs can significantly enhance participants' religious knowledge, skills, and community bonds. This supports the idea that comprehensive religious education, supported by adequate resources and infrastructure, can positively impact both individuals and communities.

The study acknowledges limitations such as the potential variability in participant engagement and the challenges posed by administrative and logistical barriers. These limitations may affect the generalizability of the findings.

To further enhance the effectiveness of HIQMA's programs, the following recommendations are proposed:

1. Expand Program Reach: Broaden the digital content and online presence to reach a wider audience.
2. Strengthen Support Systems: Increase support from educational institutions and communities to sustain and expand programs.
3. Continuous Evaluation: Implement ongoing assessment and feedback mechanisms to continually improve program quality and impact.

By addressing these areas, HIQMA can continue to provide valuable educational services and foster a stronger, more knowledgeable community.

5. Conclusion

This study has explored the implementation of Islamic education by the Student Activity Unit (UKM) HIQMA at Universitas Islam Negeri (UIN) Syarif Hidayatullah Jakarta and its contribution to community service. From the analysis, several key findings have been identified:

1. Islamic Education Programs:
 - General Studies (Kajian Umum): Weekly sessions have enhanced religious understanding and strengthened social bonds between students and the community.
 - Quran Recitation Classes (Maghrib Mengaji): Murottal, Tahfidz, and Tahsin classes have improved participants' skills in reading, memorizing, and understanding the Quran.
 - Short Islamic Boarding School (Pesantren Kilat): Intensive programs during Ramadan have increased children's religious understanding, supported by their parents.
 - Islamic Podcast (Podcast Islami): Digital content has expanded the reach of religious education.
2. Supporting and Inhibiting Factors:
 - Supporting Factors: Support from Universitas Islam Negeri Syarif Hidayatullah Jakarta in terms of facilities, funding, and guidance; high community participation; and adequate learning media.
 - Inhibiting Factors: Limited human resources; some inactive committee members; complex regulations and administrative procedures.
3. Program Impact:
 - Understanding of Islamic Teachings: Increased the community's knowledge of Islamic teachings and helped individuals apply them in daily life.
 - Formation of Islamic Character and Ethics: Helped shape Islamic character and ethics within the community.
 - Development of Skills and Abilities: Developed Quranic reading and memorization skills and other abilities that contribute positively to the community.

This study underscores the importance of structured Islamic education, supported by adequate resources, in enhancing religious understanding, shaping Islamic character, and developing religious skills. The findings also highlight that support from educational institutions, community participation, and the use of digital technology are key to the success of these programs.

The study provides several important implications and recommendations for the development of Islamic education on campuses and within the community:

1. Theoretical Implications: Reinforces the importance of structured religious education in strengthening community bonds and personal religious growth.
2. Practical Implications: Demonstrates the need for continuous support and resource allocation to maintain and develop effective educational programs.
3. Policy Implications: Suggests the potential for implementing similar programs in other educational institutions to enhance religious education and community service.

Further research is needed to explore the long-term impact of HIQMA's programs on participants and the community. Additionally, studies on the role of digital media in expanding the reach of religious education could provide valuable insights into modern educational strategies.

The Islamic education programs conducted by HIQMA have had a significant positive impact on enhancing religious understanding, shaping Islamic character, and developing religious skills. However, to maximize the effectiveness of these programs, it is important to overcome existing barriers and continue leveraging available supporting factors. In this way, HIQMA can continue to grow and provide greater benefits to students and the community.

Acknowledgements

We would like to express our sincere gratitude to Heny Narendrany Hidayanti for her valuable comments and suggestions on earlier drafts of this paper.

Declarations

Author contribution statement

Rizkiyah Mutiara Sari: Conceptualization, Methodology, Investigation, Writing - Original Draft, Writing - Review & Editing, Project Administration. **Atita Cahyani Wibawanto:** Formal Analysis, Resources, Data Curation, Writing - Review & Editing, Visualization.

Funding statement

This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

Data availability statement

The data that support the findings of this study are available from the corresponding author upon reasonable request.

Declaration of interest statement


No potential conflict of interest was reported by the authors.

Additional information

Correspondence and requests for materials should be addressed to the **Corresponding Author**, Rizkiyah Mutiara Sari, at ✉ riskyamutiarasari826@gmail.com

ORCID

Rizkiyah Mutiara Sari  <https://orcid.org/0009-0008-8919-1371>

Atita Cahyani Wibawanto  -

References

- Al Fathoni, A. A. M. (2020). Pesantren Kilat (Sebuah Tinjauan Problematika Pendidikan Agama Islam/Akhlak). *Jurnal Literasiologi*, 3(4). <https://doi.org/10.47783/literasiologi.v3i4.121>
- Alam, L. (2016). Internalisasi Nilai-Nilai Pendidikan Islam dalam Perguruan Tinggi Umum Melalui Lembaga Dakwah Kampus. *Istawa: Jurnal Pendidikan Islam*, 1(2), 101. <https://doi.org/10.24269/ijpi.v1i2.171>
- Anwar, S., Kudadiri, S., & Wijaya, C. (2019). Peran Mahasiswa Perguruan Tinggi Islam Aceh Tenggara sebagai Agen of Social Change. *Anthropos: Jurnal Antropologi Sosial Dan Budaya (Journal of Social and Cultural Anthropology)*, 4(2), 179. <https://doi.org/10.24114/antro.v4i2.11950>
- Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2), 27-40. <https://doi.org/10.3316/QRJ0902027>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. <https://doi.org/10.1191/1478088706qp063oa>
- Burhanuddin, A. (2019). Dampak Kegiatan Keagamaan Rohis melalui Kajian Kitab Kuning bagi Akhlak Peserta Didik. *HIKMATUNA: Journal for Integrative Islamic Studies*, 5(1). <https://doi.org/10.28918/hikmatuna.v5i1.1837>
- Darim, A. (2020). Manajemen Perilaku Organisasi Dalam Mewujudkan Sumber Daya

- Manusia Yang Kompeten. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 1(1), 22–40. <https://doi.org/10.31538/munaddhomah.v1i1.29>
- Fathur Rohman, M. (2021). Strategi Pembelajaran PAI. Fakultas Ilmu Tarbiyah dan Ilmu Keguruan Unisnu.
- Fitria, R. (2016). Pengaruh Kompetensi Guru dan Iklim Organisasi Terhadap Kinerja Guru Pendidikan Agama Islam Sekolah Dasar di Kecamatan Gunung Talang Kabupaten Solok. *Al-Fikrah: Jurnal Manajemen Pendidikan*, 2(2), 169. <https://doi.org/10.31958/jaf.v2i2.382>
- Irawan, K. A., Ahyani, H., Jafari, A., & Rofik, A. (2021). Peran Madrasah Diniyah An Nur dalam Pengembangan Pendidikan Islam Melalui Tradisi Keagamaan. *Fitrah: Journal of Islamic Education*, 2(1), 52–65. <https://doi.org/10.53802/fitrah.v2i1.50>
- Israel, M., & Hay, I. (2006). Research ethics for social scientists: Between ethical conduct and regulatory compliance. SAGE Publications. <https://doi.org/10.4135/9781452230108>
- Kartika, S., Husni, H., & Millah, S. (2019). Pengaruh Kualitas Sarana dan Prasarana terhadap Minat Belajar Siswa dalam Pembelajaran Pendidikan Agama Islam. *Jurnal Penelitian Pendidikan Islam*, 7(1), 113. <https://doi.org/10.36667/jppi.v7i1.360>
- Kristiano, R., & Suryana, S. (2019). Perkembangan Sarana dan Prasarana Transportasi dalam Hubungannya dengan Tingkat Perekonomian Masyarakat di Desa Kolang Kecamatan Kuwus Barat, Kabupaten Manggarai Barat, Provinsi Nusa Tenggara Timur. *Jurnal Geografi Gea*, 19(2), 131–140. <https://doi.org/10.17509/gea.v19i2.19886>
- Kvale, S., & Brinkmann, S. (2009). *InterViews: Learning the craft of qualitative research interviewing* (2nd ed.). SAGE Publications.
- Mudzakir, M. (2006). Ilmu Pendidikan Islam. Kencana Prenada Media Group.
- Normina, N. (2016). Partisipasi Masyarakat dalam Pendidikan. *ITTihad*, 14(26). <https://doi.org/10.18592/ittihad.v14i26.874>
- Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). SAGE Publications.
- Pertiwi, A. D., Septian, R. N., Ashifa, R., & Prihantini, P. (2021). Peran Organisasi Kemahasiswaan dalam Membangun Karakter: Urgensi Organisasi Kemahasiswaan pada Generasi Digital. *Aulad: Journal on Early Childhood*, 4(3), 107–115. <https://doi.org/10.31004/aulad.v4i3.202>
- Putri, W. N. (2017). Pengaruh Media Pembelajaran Terhadap Motivasi Belajar Bahasa Arab Siswa Madrasah Tsanawiyah. *LISANIA: Journal of Arabic Education and Literature*, 1(1), 1. <https://doi.org/10.18326/lisania.v1i1.1-16>
- Rahmadania, S., Sitika, A. J., & Darmayanti, A. (2021). Peran Pendidikan Agama Islam dalam Keluarga dan Masyarakat. *Edumaspul: Jurnal Pendidikan*, 5(2), 221–226. <https://doi.org/10.33487/edumaspul.v5i2.1978>
- Sakban, S., Nurmal, I., & Bin Ridwan, R. (2019). Manajemen Sumber Daya Manusia. *Journal of Administration and Educational Management (Alignment)*, 2(1), 93–104. <https://doi.org/10.31539/alignment.v2i1.721>
- Spradley, J. P. (1980). *Participant observation*. Waveland Press.
- Syukri, I. I. F., Rizal, S. S., & Al Hamdani, M. D. (2019). Pengaruh Kegiatan Keagamaan terhadap Kualitas Pendidikan. *Jurnal Penelitian Pendidikan Islam*, 7(1), 17. <https://doi.org/10.36667/jppi.v7i1.358>
- Tafsir, A. (1994). Ilmu Pendidikan dalam Perspektif. Remaja Rosdakarya.
- Tafsir, A. (2001). *Metodologi Pengajaran Agama Islam*. Remaja Rosdakarya.
- Umar, U., Syarifuddin, S., Ihwan, I., & Kuriawansyah, K. (2022). Penguatan Pemahaman Bidang Sosial dan Keagamaan bagi Masyarakat Melalui Kegiatan KKN-PAR di Kelurahan Oi Fo'o Kota Bima. *Taroa: Jurnal Pengabdian Masyarakat*, 1(1), 25–38. <https://doi.org/10.52266/taroa.v1i1.740>
- Wahidin, U., Sarbini, M., Maulida, A., & Wangsadanureja, M. (2021). Implementasi Pembelajaran Agama Islam Berbasis Multimedia di Pondok Pesantren. *Edukasi Islami: Jurnal Pendidikan Islam*, 10(01), 21. <https://doi.org/10.30868/ei.v10i01.1203>

- Yin, R. K. (2018). Case study research and applications: Design and methods (6th ed.). SAGE Publications.
- Zuhairini, Ghofir, A., & Y. (1983). Metodik Khusus Pendidikan Agama. Usaha Nasional.