



Salafiyah Dayah's Strategy in Producing Quality Students in the Modern Era

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Abstract

This study aims to analyze the strategies implemented by Salafiah Islamic boarding schools in producing quality students in the modern era, as well as analyzing the supporting and inhibiting factors that influence the process. Salafiah Islamic boarding schools, as traditional Islamic educational institutions, have an important role in producing students as future ulama who are able to answer the challenges of the times. This study uses a qualitative method with a phenomenological approach. Data were collected through document studies, observations and in-depth interviews. The results of the study indicate that Salafiah Islamic boarding schools have adapted their educational strategies to be relevant to the demands of the modern era. Several strategies found involve the implementation of a curriculum that combines religious knowledge with the use of technology in the learning process, as well as increasing community involvement in supporting education at the Islamic boarding school. Supporting factors in producing ulama cadres at Salafiah Islamic boarding schools involve management commitment, community support, and technology integration. Meanwhile, inhibiting factors include limited resources, socio-cultural changes, and resistance to change among traditionalists. This study provides a deeper understanding of the dynamics of education at Salafiah Islamic boarding schools, as well as providing recommendations to improve the effectiveness of educational strategies in producing ulama cadres who are able to compete and make positive contributions in modern society.

Keywords: Salafiyah Dayah, Modern Era, Quality Students

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INTRODUCTION

Dayah and Islamic boarding schools are the oldest educational institutions in Aceh, established since the Sultanate era. Although other regions often call them Islamic boarding schools, the two are not the same because each has unique characteristics (Mulyadi, 2018). This difference is related to several things. The striking difference between Dayah and Islamic boarding schools is in terms of the language of instruction, namely that dayah in Aceh uses Acehnese while Islamic boarding schools use Javanese (Shiddiq, 2015). In Islamic boarding schools, Arabic grammar is not always the main focus, unlike Dayah which requires its students to master Arabic grammar before studying the major books. This shows a stronger emphasis on mastering Arabic in Dayah to understand Islamic religious texts more deeply (Sudan, 2017). However, both of these traditional educational institutions



aim to help students understand, deepen, internalize, and practice Islamic teachings (Pratama et al., 2019).

In terms of teaching methods, Dayah and Pesantren also have similarities (Anam, 2017). Both use traditional teacher-centered teaching methods, with an emphasis on memorization and understanding of religious texts. Teachers play an important role in guiding and mentoring students, and they are often respected as religious authority figures (Fadla et al., 2022; Salabi, 2021). In short, Dayah is a center for empowering the Acehnese community that plays an important role in improving the quality of religious education (Marhamah, 2018), fostering moral values, and preparing superior human resources to build a more prosperous society. Dayah education, also known as Islamic boarding schools in other areas, has a noble nature (Ranam & Muslim, 2021). Dayah not only aims to pass on religious values and guide humanity in living life, but also to improve the quality of life and civilization of the nation (Karimuddin, 2017). Dayah is a manifestation of human efforts to develop physical and spiritual potential in a balanced way, so that a whole person is created (Julkarnain et al., 2021; Silahuddin, 2016). Dayah plays an important role in meeting various demands of the nation, such as cultural demands, social demands, and demands for child development (Kurniawan, 2011).

The role of Dayah in educating and empowering Indonesian society is very important. Dayah has produced many inspiring figures who have contributed to various fields of national development (Nuriman et al., 2023). In short, Dayah is an educational institution that has a noble nature and an important role in advancing the Indonesian nation (Nurainiah, 2021). Dayah plays a role in preserving religious cultural heritage, educating society, and building a more prosperous national civilization. Dayah experienced significant changes during the colonial era, especially after the return of community leaders who studied in the Middle East (Mashuri, 2013). They brought back a new learning system that was applied in Dayah. They introduced more systematic teaching methods, a more diverse curriculum, and a focus on mastering deeper religious knowledge. These changes have had a positive impact on Dayah. Dayah has become more adaptive to the development of the times and is able to produce more qualified graduates. This also strengthens the role of Dayah in disseminating knowledge in accordance with technological developments while still aiming to educate the nation.

Dayah, a traditional Islamic educational institution in Aceh, has a unique ability to survive and thrive in various situations and circumstances. Despite limited resources and diverse characteristics, Dayah never loses its enthusiasm in educating the people and upholding Islamic values. Dayah teachers, known as Ustadz, dedicate themselves to the continuity of Dayah without expecting material rewards. Their sincere devotion cannot be measured by the standards of the modern education system. Dayah cannot be separated from the national education system in Indonesia (Syah, 2022). Dayah plays an important role in preserving Islamic traditions and values and producing a young generation of believers and knowledge (Fitri, 2022).

Dayah, as an Islamic educational institution in Aceh, explains the contrast between a comprehensive and narrow understanding of Islamic law, and highlights the important role of Dayah in developing human resources in the modern era (Idris, 2021). Dayah is expected to be able to adapt to the needs of the times and contribute

to building a faithful and knowledgeable Indonesian people through education. Dayah, with its abundant number and spread across rural Aceh, has a strategic position in the development of education and the dissemination of knowledge (Ramazana & Sa'adah, 2023). Its existence allows Dayah to act as an agent of development, bridging, and resolving various educational problems in the current modern era that is difficult to leave behind technology.

As the oldest Islamic educational institution in Aceh, dayah has long been involved in human resource development. Teaching at Dayah was initially equivalent to Madrasah Aliyah (MA) or Senior High School (SLTA), with Malay language reference books such as fiqh and usuluddin books. On the other hand, meunasah is equivalent to Tsanawiyah or Junior High School. Compared to similar schools, Dayah uses a classical curriculum and teaching methods. However, the curriculum contains lesson content and content that can be understood by students. Based on this, educational paths that do not emphasize holistic religious teaching often make parents uncomfortable and doubtful about the open environment (Kaharuddin et al., 2023). The development of technology and information has not fully provided the expected support for educational progress, sometimes the opposite happens. In addition, not all members of society feel responsible as social supervisors in the development of the younger generation, especially in terms of seeking knowledge, even Western concepts and culture often forget the principles of Islamic education.

This situation is something that must be solved for students who have a strong desire to pursue education in the modern era, especially in North Aceh today. This understanding is what causes many parents to support Dayah Malikussaleh Panton Labu and Dayah Darul Falah Pulo Blang Asan as an opportunity to provide educational space for their children. Both Dayahs are on par with other general education and strongly support further education. Therefore, an integrated Dayah teaching model was developed that integrates the Dayah curriculum with the curriculum of other schools or madrasahs. In view of this, this study tries to arouse how the Salafiyah Dayah strategy is in producing students who are technologically literate in the modern era that is currently developing.

METHODS

This type of research is a field research. This study uses a qualitative approach to dig deep into data through direct observation, in-depth interviews, and documentation studies. This method was chosen to ensure that the data obtained is accurate, relevant, and reliable (Moleong, 2016). The data used in this paper comes from primary and secondary sources. The primary data source in this study was obtained directly from informants who have a deep understanding of the research subject. This includes observations made by researchers in the field as well as interviews with the dayah leaders and several teachers involved. While secondary data in this study is information obtained from various written sources, such as books, journals, documents, and additional literature related to the topic of this research. The subjects of this study were the dayah leaders and teachers from each dayah, each consisting of two leaders and three teachers.

In this study, the data analysis technique used is interpretive descriptive analysis. In this method, researchers interpret the data to obtain a deep and comprehensive

understanding of the results of their research. The results of the study were then analyzed critically using relevant theories and accurate information obtained from the field (Satori & Komariah, 2017). According to Miles & Huberman, the qualitative data analysis process consists of three streams of activities carried out simultaneously. First, data reduction is carried out to organize, group, and simplify raw data to make it easier to manage. Second, data presentation is carried out by presenting information that has been reduced visually or narratively. Finally, drawing conclusions or verification is used to formulate valid conclusions based on the data that has been processed (Miles & Huberman, 1984). After the data is analyzed, the next step is to test the validity of the data using triangulation techniques (Rasimin, 2018).

RESULTS & DISCUSSION

Strategy of Dayah Salafiyah Malikussaleh Pantonlabu in Producing Quality Students in the Current Modern Era

Since centuries ago, dayah has played an important role in producing educational figures who aim to spread Islamic knowledge and teachings. However, over time, dayah has also undergone changes. The biggest challenge faced by dayah today is how to maintain traditional values amidst the current of modernization, so that it remains relevant and is able to produce a quality next generation. Although it has undergone transformation, dayah needs to maintain a balance between maintaining its noble values and adapting to the times with rapid technological developments. This is important so that dayah remains relevant and is able to produce a next generation who not only master religious knowledge, but also have the competencies needed by today's technology in the modern era.

In this case, the Malikussaleh Pantonlabu Islamic boarding school is currently using various strategies, as per the results of an interview with the Deputy Director I of the Malikussaleh Pantonlabu Islamic boarding school, he said that:

"Making policies, habits, awareness of tullah, role models, discipline, and culture are all ways to achieve it. The dayah leadership will monitor and assess all activities and strategies for the success of teachers and tullah in improving the abilities of all Dayah Malikussaleh communities."

The same thing was also expressed by the teacher who also serves as the head of the secretariat of the Malikussaleh Islamic Boarding School, he said:

"Integrating religious knowledge with modern sciences will help students gain a more comprehensive and relevant understanding of the challenges faced in contemporary society, and also encourage students to understand and face contemporary problems with a moderate Islamic perspective without forgetting technological developments. This can include issues such as technological progress, human rights, and socio-economic challenges."

Furthermore, the researcher also interviewed other teachers as the general treasurer of the Malikussaleh Islamic Boarding School, he said:

"Creating a balance between traditional religious approaches and modern life, namely by combining Islamic teachings derived from classical books with an understanding that is relevant to the context of life today ."

To obtain accurate and balanced information, researchers in addition to interviewing the principal and the board of teachers, also interviewed the tutors regarding

strategies in producing students in the current modern era. The following are the results of the researcher's interview with the class VIII (eight) tutor, He said:

"By utilizing modern technology in every learning process and encouraging the active participation of each student to be able to be involved in bahtsul masail or muzakarah activities with contemporary issues. In addition, the dayah provides training in communication and leadership skills so that students can effectively interact with various levels of society, including those with modern educational backgrounds."

On another occasion, the researcher also interviewed a class XI (eleven) student, he said:

"Collaborating with formal educational institutions, such as universities or higher education institutions. This can help students contribute more easily in various fields, including science and technology"

From the various interview results above, the researcher can narrate that Dayah Salafiah has a planned strategy in producing quality students in the modern era. The approach applied includes harmonization between traditional values and the demands of the times. In its curriculum, Dayah Salafiah combines religious learning sourced from classical books with an understanding that is relevant to the context of today's life. Moreover, they integrate elements of general education, such as social sciences, natural sciences, and languages, to ensure that students have broad insights and can interact effectively with modern society. The use of educational technology is also an integral part of this strategy. Dayah Salafiah utilizes computers, the internet, and social media to facilitate learning, ensuring that students remain effectively connected to world developments.

Supporting and Inhibiting Factors of Dayah Salafiyah Malikussaleh Pantonlabu in Producing Quality Students in the Current Modern Era

Education to produce quality students in the modern era often involves the integration of traditional and modern approaches, including the use of technology, general science learning, and the development of social skills. The goal is to create students who not only understand the heritage of Islamic knowledge, but can also play an active role in forming a society that is empowered, harmonious, and in accordance with Islamic values amidst the complexity of the modern world.

For more details regarding the supporting factors of the Salafiyah Malikussaleh Pantonlabu Islamic Boarding School in producing quality students in this modern era, researchers have interviewed the Deputy Director II at the Malikussaleh Islamic Boarding School. He said:

"The close cooperation with formal educational institutions, such as universities, also provides academic legitimacy to students produced by Dayah Salafiyah Malikussaleh Pantonlabu. Along with that, active involvement in social and economic empowerment programs shows the dayah's concern for community development as a whole. With these supporting factors, Dayah Salafiyah Malikussaleh Pantonlabu is able to produce quality students who are not only competent in religious aspects, but also able to contribute positively to the social and economic dynamics of modern society."

To obtain balanced information, the researcher interviewed class VIII (eight) students. He said:

"Dayah Salafiyah not only provides religious education, but also provides character education and life skills. This holistic education helps students to not only become

knowledgeable scholars, but also have moral integrity, leadership, and good communication skills."

From the various interview results that the researcher has presented above, the supporting factors in producing quality students in the modern era today are with a Strong Islamic Learning Tradition, Understanding of Salaf Teachings, Harmony with Modernity, Holistic Education, Practical Education and Empowerment of students. With the combination of the above factors, Dayah Salafiyah is able to produce quality students who not only have deep religious knowledge but are also able to adapt and provide solutions in the context of this modern era. The inhibiting factors include the imbalance between the religious curriculum and the national general curriculum. This can hinder the readiness of students in facing the increasingly complex demands of modern life. Financial constraints are also a significant factor, where limited resources often limit the ability of dayah to improve facilities and provide comprehensive training. In addition, the lack of support from the government and the general public can hinder the development and growth of traditional Islamic educational institutions.

Strategy of Salafiyah Dayah Darul Falah Pulo Blang Asan in Producing Quality Students in Today's Modern Era

Dayah Darul Falah Pulo Blang Asan North Aceh also plays a very active role in producing quality students in the modern era with various strategies taken, as per the results of the researcher's interview with the head of the Dayah, he said that:

"Focusing on strengthening the teachings of the Salaf and integration with the development of the times. This strategy includes a holistic educational approach, combining religious understanding with relevant general knowledge. In addition, dayah also encourages the application of Islamic values in everyday life, including in the context of modern technology and science."

The same thing was also expressed by the head of the secretariat of Dayah Darul Falah Pulo Blang Asan, he said:

"Applying participatory learning methods involving discussion and debate, allows students or learners to develop critical and analytical thinking skills. This approach aims to create learners who not only understand religious texts, but can also understand and respond to contemporary issues based on Islamic teachings."

On another occasion, the researcher also interviewed the head of the public relations section, he said:

"Emphasizes on the formation of leadership and independence of students. They are empowered to develop initiative, leadership, and social skills so that they can become agents of positive change in society. Extracurricular activities and humanitarian projects are often integrated into the curriculum to train practical skills and attitudes of concern for social issues. In addition, it involves collaboration, dialogic learning, interfaith tolerance, and understanding of socio-political contexts.

The role played by the leader of Dayah Darul Falah, namely the leader becomes a role model and on another occasion the researcher also interviewed a class VIII (eight) tutor, he said:

"Paying special attention to understanding the social and political context. They encourage students to understand the surrounding reality and provide solutions based on Islamic values that are in accordance with the demands of the times."

From the various interview results that have been presented above, overall, Dayah Salafiyah carries a holistic and adaptive strategy in producing quality students in the modern era. They not only emphasize traditional scientific heritage, but also integrate information technology wisely, develop leadership, and increase the independence of students. Collaboration with other educational and religious institutions, both local and international, as well as a dialogical approach and interfaith tolerance, are integral parts of their efforts. Understanding the socio-political context is also emphasized to ensure that the students produced can provide solutions that are relevant and in accordance with the demands of the times. Thus, Dayah Salafiyah aims to produce students who are not only solid in religious knowledge, but can also become inclusive leaders, responsive to change, and able to play a role in building a peaceful and just society in the modern era.

Supporting and Inhibiting Factors of Dayah Salafiyah Darul Falah Pulo Blang Asan in Producing Quality Students in the Current Modern Era

Education to produce quality students in the modern era often involves the integration of traditional and modern approaches, including the use of technology, general science learning, and the development of social skills. The goal is to create students who not only understand the heritage of Islamic knowledge, but can also play an active role in forming a society that is empowered, harmonious, and in accordance with Islamic values amidst the complexity of the modern world.

For more details regarding the supporting factors of the Salafiyah Darul Falah Pulo Blang Asan dayah in producing quality education participants in this modern era, researchers have interviewed the head of the Darul Falah Pulo Blang Asan Dayah. He said: "Integration of information technology is the basis for expanding access to knowledge and maintaining relevance to technological developments. Participatory learning methods and discussions in dayah provide opportunities for students to develop critical thinking skills. Not only does it broaden students' horizons towards various scientific perspectives, but it also opens up opportunities for collaboration that can improve the quality of education provided by dayah. Involvement in interfaith dialogue and understanding of the socio-political context provide a broad dimension to learning, preparing students to deal with global and local issues comprehensively."

Furthermore, the researcher also interviewed other teachers, namely the general treasurer of Dayah Darul Falah Pulo Blang Asan, he said:

"Making the Salafiyah dayah an Islamic educational institution that not only maintains traditional wisdom, but is also relevant and responsive to the dynamics of the complexity of the times. With this holistic approach, the Salafiyah dayah is able to produce students who are not only competent in religious knowledge, but also ready to play a role as leaders who can bring positive changes to society in this modern era."

From the results of the interviews conducted above, the supporting factors of the Salafiyah Darul Falah Pulo Blang Asan Islamic boarding school, namely active collaboration, dialogical approach, and utilization of technology provide a broad dimension to traditional religious education. The success of this Islamic boarding school lies not only in maintaining tradition, but also in adapting to the dynamics of the times, making it a relevant and effective Islamic educational institution in producing scholars who are ready to face the complex challenges of contemporary society. One of the inhibiting factors for this Islamic boarding school is the imbalance between the religious curriculum and the

general national curriculum. This imbalance may hinder the readiness of students in facing the complexities of modern life. Financial problems are also a significant factor, where limited resources often limit the ability of the Salafiyah Islamic boarding school to improve modern technology facilities and provide comprehensive training. In addition, the lack of support from the government and the general public can hinder the development and growth of traditional Islamic educational institutions.

In addition to the financial aspect, changes in society's views on the relevance of religious education also pose challenges. Some individuals may be more inclined to choose secular education over traditional education. Therefore, while maintaining traditional values, Dayah Salafiyah needs to proactively address these obstacles in order to continue to be able to make a positive contribution in producing students who can face the challenges of the modern era. Based on this, to ensure that the role of dayah remains relevant and effective in producing quality students in the modern era, Dayah Salafiyah needs to implement proactive and holistic strategies. Adapting technology wisely is also important. Integration of technology into learning needs to be done without sacrificing traditional values, while staff and teacher training is key to ensuring effective use of technology.

Details of the findings from the results of the Salafiyah Dayah Malikussaleh Pantolabu and the Salafiyah Dayah Darul Falah Pulo Blang Asan North Aceh

Education to produce quality students in the modern era often involves the integration of traditional and modern approaches, including the use of technology, general science learning, and the development of social skills. The goal is to create students who not only understand the heritage of Islamic knowledge, but can also play an active role in forming a society that is empowered, harmonious, and in accordance with Islamic values amidst the complexity of the modern world.

No	Formulation of the problem	Details of Research Findings	
		The Salafi Islamic Boarding School of Malikussaleh Pantolabu	Salafi Islamic Boarding School Darul Falah Pulo Blang Hasan
1	What is the strategy of <i>the Salafiyah</i> Malikussaleh Pantolabu Islamic Boarding School and the Darul Falah Pulo Blang Asan Islamic Boarding School in North Aceh in producing quality students in this modern era?	Dayah Salafiah Malikussaleh has a planned strategy such as the approach applied includes harmonization between traditional values and the demands of the times. In its curriculum, Dayah Salafiah combines religious learning sourced from classical books with an understanding that is relevant to the context of today's life. Moreover, they integrate elements of general education, such as social sciences, natural sciences, and languages, to ensure that students have broad insights and can interact effectively with modern society. Dayah Salafiah utilizes computers, the internet, and social media to facilitate learning, ensure students stay connected to world developments, and deliver religious messages effectively. In an effort to build strong character, they emphasize Islamic values, ethics,	Overall, Dayah Salafiyah carries a holistic and adaptive strategy in producing quality students in the modern era. They not only emphasize traditional scientific heritage, but also integrate information technology wisely, develop leadership, and increase the independence of students. Collaboration with other educational and religious institutions, both local and international, as well as a dialogical approach and interfaith tolerance, are integral parts of their efforts.

		and tolerance so that students can become just and wise leaders in a multicultural society .	
2	What are the supporting factors for the Malikussaleh Pantan Labu <i>Salafiyah Islamic Boarding School</i> and the Darul Falah Pulo Blang Asan Aceh Utara Islamic Boarding School in producing quality students in this modern era?	Supporting factors include: Strong Islamic Learning Tradition, Understanding of Salaf Teachings, Alignment with Modernity, Holistic Education, Practical Education and Empowerment of Students. With the combination of the above factors, Dayah Salafiyah is able to produce quality students who not only have in-depth religious knowledge but are also able to adapt and provide solutions in the context of the modern era.	Supporting factors include: focus on the values of Salaf teachings, wise integration of information technology, collaborative approach, and responsibility to the socio-political context, Dayah Salafiyah has succeeded in producing quality students in the modern era. Active collaboration, dialogical approach, and utilization of technology provide a broad dimension to traditional religious education. The success of this dayah lies not only in maintaining tradition, but also in adapting to the dynamics of the times, making it a relevant and effective Islamic educational institution in producing quality students who are ready to face the complex challenges of contemporary society.
3	What are the inhibiting factors for <i>the Salafiyah</i> Malikussaleh Pantan Labu Islamic Boarding School and the Darul Falah Pulo Blang Asan Aceh Utara Islamic Boarding School in producing quality students in this modern era?	Inhibiting factors include: Curriculum Imbalance, Limited Financial Resources and Lack of External Support, Mismatch with Job Needs. Therefore, according to the researcher's opinion. While maintaining traditional values, Dayah Salafiyah needs to proactively address these inhibiting factors in order to continue to contribute to producing quality students who are able to face the challenges of the modern era.	The inhibiting factors include: curriculum aspects, finance, external support, changes in public views, the impact of technology, and security uncertainty. To ensure their role remains relevant and effective in producing cadres of ulama in the modern era, Dayah Salafiyah needs to implement proactive and holistic strategies. This includes adjusting a balanced curriculum, prudent financial management, increasing external support, responding to changes in people's mindsets, adapting technology wisely, and maintaining environmental security. With this approach, Dayah Salafiyah can overcome these challenges, ensure the continuity of the institution, and continue to play a role in producing quality students to face the dynamics of the modern era

CONCLUSION

This research found that Dayah Salafiyah leaders play an active and significant role in implementing religious activities for students and the community. Their involvement is not only as supervisors and controllers of activities, but also as motivators, facilitators and

mediators. Dayah leaders have a central role in efforts to develop students to be qualified in the Dayah Salafiyah. They work together with teungku dayah to educate students in religious activities. The strategies implemented include policy making, habituation, building student awareness, providing role models, implementing discipline, and cultivating. The Dayah Salafiyah strategy in producing quality students in the Modern Era uses a harmonization approach between traditional values and the demands of the times. In terms of its curriculum, Dayah Salafiah combines religious learning sourced from classical books with understanding that is relevant to the context of today's life. Moreover, they integrate elements of general education, such as social sciences, natural sciences, and languages, to ensure that ulama cadres have broad insight and can interact effectively with modern society.

Meanwhile, the strategy of the Salafiyah Dayah Darul Falah Pulo Blang Asan carries a holistic and adaptive strategy. They not only emphasize traditional scientific heritage, but also integrate information technology wisely, develop leadership, and increase the independence of students. Furthermore, collaboration with other educational and religious institutions, both local and international, as well as a dialogical approach and interfaith tolerance, are integral parts of their efforts. This study tries to provide recommendations to the two Dayahs in North Aceh where each Dayah must be able to utilize information technology to support the learning process, including distance learning, access to digital resources, and the use of interactive learning applications. In addition, providing additional skills training to students, such as leadership, communication, and management, to prepare them to become comprehensive and adaptable ulama

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