Student Management in Improving the Quality of Student Organizations

*Nur Annisa Rahmawati[1], Nurul Latifatul Inayati[2]
[1,2]Universitas Muhammadiyah Surakarta, Jl. A. Yani Pabelan, Kartasura, Sukoharjo, Central Java, Indonesia
*g000200234@student.ums.ac.id

Informasi Artikel	Abstract
	This study aims to describe student management in improving the quality of student organisations. This research uses a type of field or field research with a phenomenological approach. Data collection techniques include observation, interviews, and documentation. Data sources in this study are primary data sources and secondary data sources. Data analysis is carried out through three activities: data reduction, data presentation, and conclusions. Test the validity of the data, namely tricoagulation of sources, techniques, and time. The focus of this study is to describe student management in improving the quality of student organisations. The results showed that student management promotes the quality of student organisations, namely from the planning stage, forming Ikatan Pelajar Muhammadiyah (IPM) management, organising, recruiting, and selecting IPM members, implementing and compiling work programs, and supervision by the school. Coordination between all stakeholders, such as teachers, school staff, management, and parents, is essential to ensure that student programs run according to plan. *Penelitian ini bertujuan untuk mendeskripsikan manajemen kesiswaan dalam meningkatkan kualitas organisasi siswa. Penelitian ini menggunakan jenis penelitian lapangan atau field research dengan pendekatan fenomenologi.*

Teknik pengumpulan datanya yaitu observasi, wawancara dan dokumentasi. Sumber data dalam penelitian ini yaitu sumber data primer dan sumber data sekunder. Analisis data yang digunakan dilakukan melalui tiga alur kegiatan: reduksi data, penyajian data, dan penarikan kesimpulan. Uji keabsahan datanya yaitu triagulasi sumber, teknik dan waktu. Fokus penelitian ini untuk mendeskripsikan manajemen kesiswaan dalam meningkatkan kualitas organisasi siswa. Hasil penelitian menunjukkan bahwa manajemen kesiswaan dalam meningatkan kualitas organisasi siswa yaitu dari tahap perencanaaan yaitu membentuk kepengurusan Ikatan Pelajar Muhammadiyah (IPM), pengorganisasian yaitu perekrutan dan seleksi anggota IPM, pelaksanaan yaitu menyusun program kerja serta pengawasan oleh pihak sekolah. Pentingnya koordinasi antara semua *stakeholder*, seperti guru, staf sekolah, manajemen, dan orang tua untuk memastikan program-program kesiswaan berjalan sesuai rencana.

I.   INTRODUCTION

Student management plays a vital role in managing and improving the quality of education. Student management covers various aspects, which include managing student data, scheduling extracurricular activities, managing student discipline, and developing students' skills and potential (Simbolon, Ali Mustopa Yakub, Ahmad Sabri, 2022). Student management involves planning, organising, implementing, and supervising various activities that focus on student needs, including academic, moral, character, mental, and physical well-being and involvement in extracurricular activities. This approach aims to create an educational environment that supports students' holistic growth, where they are taught academic knowledge and nurtured as individuals with positive values, skills, and attitudes (Laila, 2021).

The implementation of student management is the process of applying various strategies and methods to coach students and achieve educational goals. This Implementation includes various programs and activities to facilitate students' academic growth, character, skills, and physical and mental well-being. The importance of coordination between all stakeholders, such as teachers, school staff, management, and parents, becomes clear at this stage, where close collaboration is required to ensure student programs go according to plan and have a positive impact. Technology also acts as a tool that supports implementation by managing data, monitoring student progress, and facilitating effective communication

285   JIE _(Journal of Islamic Education)_
e-ISSN: 2528-0465 (online) | Volume 8, Issue 2 | December 2023
p-ISSN: 2503-5363 (print)

(Miftahur, 2022). Student management involves various activities, from the admission of new students, curriculum arrangement, supervision of attendance, and discipline to supporting the development of social and leadership skills. Educational institutions that succeed in implementing effective student management tend to create an environment that is inclusive and inspiring and encourages students to reach their best potential (Ikhwan & Qomariyah, 2022). The importance of student management lies in academic achievement and the formation of character, moral values, and readiness to face challenges in life (Ikhwan et al., 2020).

In the implementation context, planned and structured steps are the key to successful student management. Collecting data on student profiles and needs becomes an important starting point, which in turn will help design programs that match the characteristics of these students. The involvement of various parties, such as teachers, school staff, parents, and students, is also an integral part of this implementation process. Collaboration between all parties will ensure that the programs designed are genuinely responsive to the needs and expectations of all stakeholders (Ikhwan, 2018). In student management, the principal and vice principal for student affairs have a considerable position over students from when the student is accepted until the student graduates. In Islamic teachings, humans need management because, with management, a leader can manage a school or organisation well (Qomaruddin, 2022).

Student management pays attention to the organisation and performs its duties well (Ikhwan, 2014). Every organisation has a specific task to achieve organisational goals. One of these tasks is management. There is always a close relationship between organisation and management. Student management is essential for student services to improve the school's quality, from student introduction and development to student readiness to attend events held at school (Safinatun Munawaroh & Rz. Ricky Satria Wiranata, 2020).

Organisations have a direct relationship with students. Student organisations are containers and areas of student life at the school level, which have been officially recognised by the school and regulated by several students selected from several students to be part of the members (Ikhwan, 2013). Organisation is just a tool and a container. Student organisations with various extracurricular activities serve as training grounds for organising, leadership, and organising professionals (Zarkasyi, 2020). Such as the Muhammadiyah Student Association or _Ikatan Pelajar Muhammadiyah_ (IPM), Scouts, Youth Red Cross or _Palang Merah Remaja_ (PMR), _Hizbul Waton_ (HW), Read and Write Quran or _Baca Tulis Al-Qur'an_ (BTA), and Sports. An organisation is a gathering place for a group of people who work together to achieve goals that have been determined together (Alam et al., 2022).

Every student must have professional qualities in the organisation. Therefore, every student must be given knowledge and organisational skills because students' task at school is to learn and apply the knowledge they have gained in society.

Students must equip themselves with many science, technology, and preaching methodologies to get a role in community development and social activities that society can accept. Student organisations with all extracurriculars are means of displaying training such as organisation, management, skills and professional behaviour in carrying out tasks in the organisation (Romadhon et al., 2022).

One of the student organisations in SMP Muhammadiyah 1 Klaten is the IPM. IPM is a student organisation officially recognised and held in schools that aims to train and shape students' leadership spirit and provide a forum for each student to carry out intra-school activities (Daheri, 2023). The values in the IPM organisation include experience in the spirit of a leader, working with friends, living democratically, having a high tolerance spirit and having experience in organisations. Because the IPM organisation is a design of activities from student management, there must be an effort from the running of the student management function in schools to achieve goals, of course, to increase work on members of the organisation with high quality (Muttaqin, 2023).

There have been various previous studies that focused on student management; some of the studies found:

The results of the *first* previous research by Arnal et al (Arnal, M. F., Fitria, H., & Martha, 2020), entitled Student Management in Improving Organizational Quality with Research Results covering the application of student management not only carried out by the Vice Head of student affairs, but in collaboration with other parties by participating in the briefing of Student Leadership Basic Training or *Latihan Dasar Kepemimpinan Siswa* (LDKS), holding regular meetings and students are entrusted to manage the organisation and its activities with high intensity of coordination, professional attitude and discipline, But there is still a lack of communication.

Second, the results of research by Fauzi et al (Fauzi, A., & Mukhlisoh, 2022), entitled Implementation of Student Management in Improving Student Organization Achievement with the Results of Research, namely the implementation of student management from recruiting new members, mentoring, training and evaluation. Student management influences the improvement of student organisational achievement through the planning, recruitment, mentoring, supervision, and evaluation stages carried out by student management and organisational coaches to achieve maximum achievement.

Third, the research results by Mashudi (Mashudi, 2022), entitled Implementation of Student Management, with research on coaching and developing student management. Coaching occurs through a process and is managed based on student management procedures and activities; development programs teach coaching and development as a whole person. Efforts to improve student coaching and development to support student success are reflected in the infrastructure managed by school management that can support student interests and talents.

287   JIE *(Journal of Islamic Education)*
e-ISSN: 2528-0465 (online) | Volume 8, Issue 2 | December 2023
p-ISSN: 2503-5363 (print)

Fourth, the results of research by Nadziroh et al (Nadziroh, I. F., & Thoyib, 2022), entitled Management in Increasing Student Self-Potential through Intra-School Student Organizations with the results of the research, namely the Stages of student council planning, namely coordination meetings, selection and recruitment processes for student council members, distribution of student council job descriptions and preparation of programs for the next one year. The implementation of the student council includes two types of activities, namely, special activities for student council capacity development (basic training), leadership and outbound, and activities according to the planned program in one period, including daily, weekly and annual activities. The implications of student management through student council can increase students' overall potential, namely thinking, emotional, physical, and social potential.

Fifth, the results of research by Mahfiroh (Mahfiroh, 2023), entitled Student Program Management in Improving the Quality of Intra-School Student Organizations or *Organisasi Siswa Intra Sekolah* (OSIS) with the results of student program planning research by holding meetings, communicating plans to the principal and socialising the program to student council members. According to the initial plan, implementing student programs improves the quality of student councils. Implementing the student council program is always guided and supervised by the Student Council Supervisor and the Vice Head of Student Affairs.

Based on the research results above, there are many discussions about student management, namely the election of student council members and the designation of student organisations in state schools, so this study discusses how to recruit organisational members before and after curriculum changes in Islamic schools.

In the initial observations made, researchers saw that there were still many students who had not joined the organisation, some did not understand why they had to join the organisation and not a few of the students lacked knowledge about organising so that the quality of the organisation at SMP Muhammadiyah 1 Klaten decreased slightly so that with the change in the independent curriculum, student affairs provided services for students to improve the quality of the school to be better.

Based on the background description above, the researcher chose Student Management in Improving the Quality of Student Organisations. Researchers chose at SMP Muhammadiyah 1 Klaten. Because Junior High School Muhammadiyah 1 Klaten is a driving school with an independent curriculum, researchers want to know how implementing student management improves the quality of student organisations.

II.   METHOD

This research uses a field or field research with a phenomenological approach (Metode et al., 2016). This research was conducted at junior high school or *Sekolah*

Menengah Pertama (SMP) Muhammadiyah 1 Klaten; the reason for taking it at that location was because SMP Muhammadiyah 1 Klaten is one of the junior high schools with private status under the auspices of the Muhammadiyah organisation in Klaten regency and excels in academic and non-academic fields because it has a whole day class and regular class program, has many extracurriculars that can help students develop their potential and SMP Muhammadiyah 1 Klaten is a driving school that has implemented an independent curriculum. This study's data sources are primary and secondary (Ikhwan, 2020). The primary data source is the vice principal of the facilities and infrastructure section of SMP Muhammadiyah 1 Klaten. Secondary data is obtained from articles, journals, and books related to research problems. Data collection techniques include observation, interviews and documentation (Ardiansyah et al., 2023). Data analysis is carried out through three activities: data reduction, data presentation, and conclusions. Test the validity of the data, namely tricoagulation of sources, techniques and time (Samini et al., 2023). The focus of this study is to describe student management in improving the quality of student organisations.

III.   FINDINGS AND DISCUSSION

Student Management in Improving the Quality of Student Organizations

The planning stage is to form IPM management for grade 7 and 8 students. The parties involved are the Principal of SMP Muhammadiyah 1 Klaten as the person in charge, the deputy head of student affairs, the IPM coach, and the Guidance teacher to guide the students, provide motivation and spirit in organising and involve the homeroom teacher by telling the class teacher to allow IPM members not to attend class because they carry out activities outside the classroom.

The organising stage, namely the recruitment and selection of IPM members, is the *first* to conduct socialisation by involving grade 9 IPM members because they are more experienced and under supervision from the school. Socialisation related to IPM membership is carried out by entering classes. *Second*, make a questionnaire of willingness to become a member of IPM, and later, the questionnaire is signed by parents of students who are interested in becoming members of IPM. *Third*, the questionnaire was collected and selected who participated in the selection. Fourth, a written exam is held and then screened again. *Fifth*, after being screened, an interview test was held. *Sixth*, grade 7 and 8 students who pass all tests are included in Basic Leadership Training or *Latihan Dasar Kepemimpinan* (LDK) activities.

The material given at LDK activities was about leadership and IPM by involving IPM in the Klaten area to provide material. The organisational and religious section involves competent teachers for material on discipline, namely by following the Marching Rules or *Peraturan Baris Berbaris* (PBB). In LDK activities, they will be selected and screened again for core administrators, consisting of chairpersons 1 and 2, treasurers, and secretaries. A vote was held

289   JIE *(Journal of Islamic Education)*
e-ISSN: 2528-0465 (online) | Volume 8, Issue 2 | December 2023
p-ISSN: 2503-5363 (print)

because there has been a change in the independent curriculum. All students and teachers conducted voting to elect the head of the IPM. After becoming members of the IPM, all IPM members coordinate with each other to form a field section. The data of members who have been listed is sent to the regional IPM, and then, from the regional IPM, it will be officially inaugurated.

After being inaugurated, each field section compiles its work programs and holds meetings in the implementation stage. For meetings held once a week and carried out after school unless there is an urgent activity, meetings may be held during learning but must ask permission from the teacher who teaches. For example, when there is a sudden announcement ceremony held the next day because it is necessary to coordinate between IPM members and the school, the meeting is held at noon when learning takes place, so it is necessary to ask permission from the teacher who teaches.

The supervision stage, not only in the recruitment of IPM members but in the activities carried out, must be under school supervision, such as social services in the framework of the Muhammadiyah Congress. The school took the initiative to carry out social service by receiving assistance from students with necessities and those who carried out from IPM. Then, when holding big day ceremonies and Independence Day competitions, it also involves IPM and class meetings. Activities before the change of the independent learning curriculum included all initiative activities from the school, but after the change of the independent learning curriculum, the school gave freedom to IPM members or their terms to explore related activities. For activities such as Independence Day competitions, the school coordinates with IPM members about what activities will be carried out. Then, it makes proposals and reports by students and the principal.

The school supports complete and adequate facilities and infrastructure in carrying out activities. It will support students to always excel in their respective fields, namely in the academic and non-academic fields, such as spacious halls, fields, means of transportation available, and security. Then, stakeholders in the school must communicate with each other to carry out activities. Maintaining communication between stakeholders in schools is very important when holding activities at school. If communication is not well established, it will cause divisions and misunderstandings between each other, so the school activities are not as smooth as they should be. As much as possible, stakeholders can maintain and establish good relationships and communication so that in the future, it will always be harmonious and compact with each other.

The challenge in management is time coordination. Sometimes, in providing instructions and information suddenly or shortly so that there are some stakeholders in the school need clarification and need to learn about the job desk that will be carried out in an activity at school, so this needs careful

coordination. Then, the student clock time becomes cut or not as complete as usual because they have to follow and run activities outside the classroom, which is entirely consuming for students' learning time. So that the learning material obtained by students is reduced, and students must be able to catch up with the material. If you have joined the organisation, students must also be able to accept other consequences, namely, their school return time becoming longer or going home in the afternoon because some students have to follow the organisational activities they have participated in. Apart from the organisation, training the spirit of leadership can also be extracurricular, especially from flag raisers and from *Hizbul Wathan* (HW). Many IPM members participated in flag raisers and became the ambassador board at HW (Prastomo et al., 2019).

The Implementation of this activity also includes how the evaluation process, including various techniques designed for the evaluation of activities, such as evaluating activities offline or face-to-face with other administrators, because it will be easier to communicate and convey what the evaluation material of the activity so that it can run smoothly. If an obstacle does not require face-to-face or offline, you can also use online media, making it easier to evaluate. However, there may be constraints on unstable signals when delivering criticism and suggestions during evaluation. Then, discuss with the administrators and other members. If you do not discuss this, you will experience misunderstandings, resulting in the division of the administrators and other members.

Furthermore, deliberate by gathering in one place, such as a school hall or classroom, to report on every organisational activity that has been running. The form of the organisation's activity report is in the form of documents. The follow-up activities are where the management and other members convey their shortcomings that must be addressed in an organisational activity that has been running and receive suggestions and input so that it is better to carry out the following activities.

Table. 1 Student Management in Improving the Quality of Student Organizations

No.	Student Management in Improving the Quality of Student Organizations
1.	The planning stage is to form IPM management for grade 7 and 8 students. The parties involved are the Principal of SMP Muhammadiyah 1 Klaten as the person in charge, the deputy head of student affairs, the IPM coach, counselling guidance teachers and homeroom teachers.

2.	The organising stage is recruiting and selecting IPM members through socialisation, questionnaires, selection, written examinations, interviews, and basic leadership training.
3.	After the implementation stage is inaugurated, each field section compiles its work programs and holds a meeting.
4.	The supervision stage must be under school supervision, not only in recruiting IPM members but also in the activities carried out.

IV. CONCLUSION

Student management at SMP Muhammadiyah 1 Klaten carries out planning, namely forming IPM management, organising, recruiting and selecting IPM members, implementing work programs and supervising the school's various activities that focus on student needs. In practice, this Implementation includes the Implementation of various programs and activities designed; schools facilitate academic and non-academic growth, character, skills, physical and mental well-being of students supported ranging from adequate surprise, spacious halls, fields, means of transportation available, security and mutual communication. The importance of coordination between all stakeholders, such as teachers, school staff, management, and parents, became apparent, where close collaboration is needed to ensure student programs go according to plan. In terms of time coordination, sometimes providing instructions and information suddenly or shortly so that some stakeholders in the school need clarification about the job desk that will be carried out in school activities, so careful coordination is needed.

V. BIBLIOGRAPHY

[1] Alam, A., Ratnasari, R. T., Habibi, B., & Athief, F. H. N. (2022). A sharia economic collaboration model and its positive impact on developing of poor villages: A study in Indonesia. *Public and Municipal Finance*, *11*(1), 101–112. https://doi.org/10.21511/pmf.11(1).2022.09

[2] Ardiansyah, Risnita, & Jailani, M. S. (2023). Teknik Pengumpulan Data Dan Instrumen Penelitian Ilmiah Pendidikan Pada Pendekatan Kualitatif dan Kuantitatif. *Jurnal IHSAN: Jurnal Pendidikan Islam*, *1*(2), 1–9. https://doi.org/10.61104/ihsan.v1i2.57

[3] Arnal, M. F., Fitria, H., & Martha, A. (2020). Manajemen Kesiswaan Dalam Meningkatkan Mutu Organisasi. *Jurnal Pendidikan Tambusai*, *4*(3), 1820–1827. https://doi.org/10.31004/jptam.v4i3.652

[4] Daheri, M. (2023). Implementation of Management Information Systems at State Junior High School 2 Rejang Lebong Bengkulu. *EDUKASI: Jurnal Pendidikan Islam (e-Journal)*, *11*(1), 88–97. https://doi.org/10.54956/edukasi.v11i1.373

[5] Fauzi, A., & Mukhlisoh, M. (2022). Implementasi Manajemen Kesiswaan dalam Meningkatkan Prestasi Organisasi Siswa di SMP Negeri 4 Palimanan. *JIEM (Journal of Islamic Education Management)*, *6*(2). https://doi.org/10.24235/jiem.v6i2.11845

[6] Ikhwan, A. (2013). Model Organisasi Ideal Bagi Perguruan Tinggi Islam di Indonesia. *Ta'allum: Jurnal Pendidikan Islam*, *1*(1), 29–36. http://ejournal.iain-tulungagung.ac.id/index.php/taalum/article/view/537

[7] Ikhwan, A. (2014). Introdoction to the Islamic Education Concepts (an Integral Paradigm Building Efforts). *International Seminar on Islamic Law, Economic, Education and Science*, 136.

[8] Ikhwan, A. (2018). Management of Learning Assesment Using Curriculum 2013 (Case Study in Islamic Primary School (MI) Muhammadiyah 5 Wonoasri Ponorogo - East Java - Indonesia). *MUADDIB: Studi Kependidikan Dan Keislaman*, *08*(02), 108–123. https://doi.org/10.24269/muaddib.v8i2.1422

[9] Ikhwan, A. (2020). *Metode Penelitian Dasar (Mengenal Model Penelitian dan Sistematikanya)*. STAI Muhammadiyah Tulungagung.

[10] Ikhwan, A., Aderi Che Noh, M., & Iman, N. (2020). Implementation of The Tahfidz al-Qur'an Curriculum at the Tahfidz Malaysia Boarding School. *Journal of Critical Reviews*, *7*(8), 866–870.

[11] Ikhwan, A., & Qomariyah, S. N. (2022). Manajemen Sarana dan Prasarana di Era Disrupsi Sebagai Pendukung Proses Pembelajaran Pasca Pandemi Covid-19. *JIE (Journal of Islamic Education)*, *7*(1), 100–114. https://doi.org/10.52615/jie.v7i1.253

[12] Laila, E. N. (2021). *Manajemen Kesiswaan dalam Meningkatkan Prestasi Akademik dan Non-Akademik di MA Darul Huda Ponorogo*. IAIN Ponorogo.

[13] Mahfiroh, T. M. (2023). *Manajemen Program Kesiswaan Dalam Peningkatan Mutu Organisasi Siswa Intra Sekolah (OSIS) Di SMPN 1 Mlarak Ponorogo*. IAIN Ponorogo.

[14] Mashudi, M. (2022). Implementasi Manajemen Kesiswaan Di SMA Negeri Blitar. *Jurnal Al-Hikmah*, *10*(1), 1–11.

[15] Metode, M. K., Data, A., & Semester, K. (2016). *Pendekatan Fenomenologi dalam Penelitian Kualitatif Pengantar*. *3*, 4445–4451.

[16] Miftahur, R. (2022). *Manajemen Strategi Imlementasi Nilai-nilai Pendidikan Multikultural di Madrasah Aliah dan Sekolah Menengah Atas Lampung Tengah*. UIN Raden Intan Lampung.

[17] Muttaqin, I. (2023). Examining Perceived Organisational Support and Teacher Empowerment. *Al-Hayat: Journal of Islamic Education*, *7*(1), 173–191. https://doi.org/10.35723/ajie.v7i1.384

[18] Nadziroh, I. F., & Thoyib, M. (2022). Manajemen Kesiswaan dalam Peningkatan Potensi Diri Siswa Melalui Organisasi Siswa Antar Sekolah (Studi Kasus Di Smp Negeri 5 Ponorogo). *Edumanagerial*, *1*(1), 61–79.

293   JIE (Journal of Islamic Education)
e-ISSN: 2528-0465 (online) | Volume 8, Issue 2 | December 2023
p-ISSN: 2503-5363 (print)

[19] Prastomo, W., Huliyah, M., Nasrudin, M., Kusumawati, I., Nuryati, N., & Ari Bowo, A. N. (2019). Hizbul wathan bagi pendidikan kemandirian tingkat sekolah dasar. *Nuansa Akademik: Jurnal Pembangunan Masyarakat*, *4*(1), 47–62. https://doi.org/10.47200/jnajpm.v4i1.506

[20] Qomaruddin. (2022). Manajemen Kesiswaan dalam Membentuk Karakter Siswa. *Jurnal Ilmu Pendidikan Islam*, *20*(1), 75–98. https://doi.org/10.36835/jipi.v20i1.3934

[21] Romadhon, M., Muhayat, I., & Qosim, A. (2022). Pengaruh Manajemen Kelas Virtual Terhadap Motivasi Belajar Daring Peserta Didik. *Jurnal Pendidikan Nusantara*, *1*(1), 77–88. https://doi.org/10.55080/jpn.v1i1.13

[22] Safinatun Munawaroh, & Rz. Ricky Satria Wiranata. (2020). Upaya Sekolah Dalam Meningkatkan Prestasi Non Akademik Siswa Melalui Manajemen Sarana Prasarana Di SMP Muhammadiyah Boarding School Pleret. *AL-FAHIM: Jurnal Manajemen Pendidikan Islam*, *2*(2), 98–121. https://doi.org/10.54396/alfahim.v2i2.88

[23] Samini, S., Trisiana, A., & Jumanto, J. (2023). Analisis Penerapan Model Self Directed Learning Terhadap Kemandirian Dan Hasil Belajar Peserta Didik Kelas V Di SDN 01 Wonorejo Kecamatan Gondangrejo Tahun Pelajaran 2022/2023. *Journal on Education*, *6*(1), 7941–7959. https://doi.org/10.31004/joe.v6i1.4204

[24] Simbolon, Ali Mustopa Yakub, Ahmad Sabri, and S. S. (2022). Implementasi Manajemen Pelayanan Prima di Sekolah Menengah Atas Negeri (SMAN) 13 Padang. *PRODU: Prokurasi Edukasi Jurnal Manajemen Pendidikan Islam*, *4*(2). https://doi.org/10.15548/p-prokurasi.v4i2.5322

[25] Zarkasyi, H. F. (2020). Imam Zarkasyi's modernization of pesantren in Indonesia: (A case study of darussalam gontor). *Qudus International Journal of Islamic Studies*, *8*(1), 161–200. https://doi.org/10.21043/QIJIS.V8I1.5760