



Islamic Education Management: The Development of Sharia Accounting Practicum Teaching Materials

Adelina Citradewi¹, Nor Hadi², Sarimah Ahmad³

UIN Sunan Kudus, Indonesia^{1,2}, University Melaka, Malaysia³

adelina.citradewi@iainkudus.ac.id¹ / corresponding author
norhadi@iainkudus.ac.id²
sarimah@unimel.edu.my³

Abstract

The limited literature on Sharia accounting practicums in Indonesia that align with Sharia financial accounting standards is a phenomenon of significant concern. The Sharia Accounting Practicum course is a compulsory course for students in the Sharia Accounting Study Program at UIN Sunan Kudus and several other religious universities within the Ministry of Religion. This study aims to develop a learning product in the form of Sharia Accounting Practicum teaching materials using the research and development (R&D) method. The subjects of this study were students in the Sharia Accounting Study Program at UIN Sunan Kudus who had taken the Sharia Accounting Practicum Course. Material experts and media experts among the faculty served as validators to assess the feasibility of the teaching materials. This study used a questionnaire to collect data. Qualitative descriptive analysis was used to analyze the data through data presentation and verification. The validity and effectiveness analysis of the respondents as a whole yielded a result of 88.3%. Based on these results, it can be concluded that the teaching materials are highly feasible for use in the learning process.

Keywords: Teaching Material; Practicum; Islamic Education

A. INTRODUCTION

Competence is an important quality that students must possess to prepare graduates who are ready to compete. To meet this demand, educational institutions must organize effective teaching and learning processes using appropriate methods and media. Learning media support the learning process, ensuring it runs smoothly and effectively (Hamalik, 2002; Kizi, 2022; Niarti, Hermelinda, & Syeptiani, 2022).

The Sharia Accounting Practicum course is required for 6th-semester students in the Sharia Accounting Study Program at UIN Sunan Kudus. However, the Sharia Accounting Practicum course lacks specific teaching materials that comply with Indonesian Sharia Financial Accounting Standards (SAK). Existing learning resources only cover commonly used Sharia contracts, such as *mudharabah*, *musyarakah*, *murabahah*, *salam*, *istishna*, and *ijarah*. These six contracts do not cover all contracts contained in Sharia FAS. The utilization of appropriate learning media is an important factor in teaching and learning activities (Herliana 2020; Lubis & Nina 2020; Masdar et al. 2024; Wulandari et al. 2023).

Higher education management involves planning, organizing, directing, and controlling educational activities to effectively and efficiently achieve educational goals (Bahrowi, 2022; Mulyasa, 2011; Neustroev, 2024; Nurhikmah, 2024; Syafaruddin, 2023; Zohriah et al., 2023). It requires setting clear goals, monitoring quality, and continuously improving the educational process to enhance competitiveness (Balalaieva et al., 2023; Lysokon et al., 2024; Sihite et al., 2019). In the context of Islamic higher education, management takes into account Islamic values, such as trustworthiness, fairness, deliberation, and *ihsan*. Islamic higher education management covers several aspects, including curriculum (academic) management, human resources, finance, facilities, and other aspects of the *Tri Dharma* of Higher Education.

Educational institutions serve as forums for learning activities intended to improve their students' standard of living (Al-Momani & Rababa, 2022; Gul, Bashir, & Mustafa, 2020; Hidayat, Fatimah, & Rosidin, 2022; Sokolova & Sorokina, 2022). However, in reality, the availability of quality practical teaching materials in the context of Sharia accounting is still limited. Most of the existing accounting practical materials are conventional. These materials also inadequately equip students with the analytical and critical skills necessary for sharia accounting practices.

Many previous researchers have researched on the development of teaching materials. According to Firmadani and Syahroni (2020), the HOTS-based Education Management module falls into the appropriate category for media and material experts, making it suitable for lecture implementation. Research by Karim, Parenreng, and Hafizh

(2022) found that the prepared module falls into the valid category because the material and media validity results are above 61%. This means the developed module meets the criteria for being valid, practical, and efficient. Mulyadi and Fadlillah (2022) found that the developed module was included in the very feasible category because the percentage obtained from material experts was 85%, while the percentage obtained from media experts was 96.87%. In principle, practicum-based learning requires an innovative, active, and relevant teaching cycle to obtain deep learning outcomes (Jayasinghe, 2021).

The limited literature on teaching materials for the Sharia accounting practicums correlates with the lack of previous research examining the development of such materials. There is an urgent need for research to be carried out to develop teaching materials that align with user needs and applicable accounting standards. This study focuses on developing teaching materials, which are a learning medium for achieving competencies. These materials are expected to align with Indonesia's Sharia Accounting Standards (SAK) to provide a strong foundation for student self-development and to foster critical thinking skills among Sharia accounting students. The development of these materials is also expected to assist students and lecturers in the Sharia Accounting program with their studies. Therefore, it is necessary to develop teaching materials for the Sharia accounting practicum course.

B. RESEARCH METHODS

This research is a mixed-methods research and development (R&D) study. A qualitative approach was used in the initial stages to identify the need for teaching materials through focus group discussions (FGDs). A quantitative approach was then used to test the validity and effectiveness of the teaching materials on the research subjects through questionnaires.

The subjects of this study were students from the Sharia Accounting Study Program at UIN Sunan Kudus who had taken the Sharia Accounting Practicum course. Material and media experts from among the faculty were enlisted as validators to assess the feasibility of the teaching materials. This determination was based on the fact that there was no Sharia Accounting Practicum literature available to support the learning process. Therefore, it was necessary to create new teaching materials tailored to user needs. This study used a questionnaire to collect data.

Data analysis in this study used qualitative descriptive analysis through data presentation and verification. Expert validation was carried out to assess the feasibility of the teaching materials by determining which material and media experts were needed. Material experts assessed the substance of the teaching materials for Sharia accounting

practicum, and media experts assessed the language aspects of the teaching materials' contents. The following are the criteria for interpreting expert scores.

Table 1. Criteria for Interpretation of Experts' Scores

No.	Score Range	Criteria
1.	0% - 20%	Very Unfit
2.	21% - 40%	Not Feasible
3.	41% - 60%	Decent Enough
4.	61% - 80%	Feasible
5.	81% - 100%	Very Decent

C. RESULTS AND DISCUSSION

This research procedure consists of three main stages, namely (1) Preliminary studies through focus group discussions (FGDs) with students and lecturers of Sharia Accounting study programs to obtain information about the needs of Sharia Accounting practicum teaching materials; (2) Development of teaching materials, which is the process of preparing and developing materials tailored to student needs; and (3) Product evaluation through expert testing by experts relevant to the field of study.

1. Analysis of the Need for Sharia Accounting Practicum Instructional Materials

A survey revealed that 70% of Sharia Accounting Study Program students have never used Sharia FAS. In practice, students often only use reference books to support lectures, making minimal use of Sharia FAS in the learning process. The survey results reinforce this, stating that 69% of students in the Sharia Accounting Study Program do not know the contents of Sharia FAS.

According to system theory, it is explained that the main components of a system are input, processing, output, outcomes, and the environment. Teaching materials are a medium used to support the learning process. In an educational system, the maximum achievement of outputs and outcomes will be realized if the learning process is carried out with the support of teaching materials that align with the expected learning outcomes (Bertalanffy, 1968).

However, this contradicts the high level of enthusiasm among Sharia Accounting Study Program students for participating in the Sharia Accounting Practicum, which is 98%. Additionally, the survey results stated that 44% of Sharia Accounting Study Program students did not have reference books to support the learning process. Overall, the survey results indicated that 99% of students in the Sharia Accounting Study Program agreed that developing teaching materials for the Sharia Accounting Practicum course was necessary.

In principle, practicum-based learning requires an innovative, active, and relevant teaching cycle to obtain deep learning outcomes (Jayasinghe, 2021). Islamic education is education based on the Qur'an and Sunnah. Islamic education plays a strategic role in improving human resources. In Islamic teachings, humans are considered a whole unit between the worldly and afterlife sides (Subkan, 2025; Syarhani, 2022). The developed teaching materials integrate the fundamentals of Islamic education as a basis for accounting practices based on Sharia that are relevant to real life, equipping students with the knowledge they need after graduation.

2. Analysis of the Development of Sharia Accounting Practicum Teaching Materials

Based on the previous stage's survey, it is evident that 70% of Sharia Accounting students have never used Sharia FAS during their studies. This is the basis for developing teaching materials that integrate the concepts or theories of Sharia accounting and the regulations or rules contained in Sharia FAS.

According to constructivist theory, students are active learners who engage in personal experience, social interaction, and relevant contextual knowledge. They also consider mistakes to be part of the learning process. Teaching materials are developed by paying attention to environmental needs so that the learning process produces the expected outputs and outcomes (Piaget, 1973; Vygotsky, 1978). The development of teaching materials concerns Sharia FAS, which serves as a guideline and reference for preparing financial statements for Sharia entities.

The concrete form of integrating Sharia FAS into teaching materials is the inclusion of rules related to recognition, measurement, presentation, and disclosure in each Sharia FAS contract involving the mingling of funds by all parties. These rules serve as guidelines and references for accountants when producing accountable financial statements. The teaching materials are intended to provide students with an opportunity to learn the concepts and practices of Sharia accounting and achieve the previously formulated learning objectives. This is because the depth of understanding, appreciation, and experience of the Islamic teaching community depends heavily on the quality of Islamic education received (Halid, 2022).

The Sharia Accounting Practicum is a compulsory course for sixth-semester students in the Sharia Accounting Study Program. At this level, students are expected to engage in a learning process that incorporates High Order Thinking Skills. According to the High Order Thinking Skills concept, students must use a higher-level thinking process that includes the ability to analyze, evaluate, and create. This concept is implemented through case studies that students must complete in each chapter. Students must analyze,

evaluate, and create every transaction that occurs in Sharia entities based on the Sharia contracts used.

The development of teaching materials continues from the previous stage by designing materials based on the results of the needs analysis. This process consists of analyzing student needs and the availability of teaching materials, creating instruments to assess needs, and writing teaching materials. Then, the process of reviewing and revising teaching materials continues at the expert validation stage.

3. Analysis of Expert Validity Test of Sharia Accounting Practicum Teaching Materials

According to system theory, the main components of a system are input, process, output, outcome, and environment. To maximize output and outcomes, the learning process requires relevant teaching materials (Bertalanffy, 1968). A validity test conducted by experts in their fields aims to produce teaching materials that align with learning needs.

The following are the assessment results obtained from expert validation and practitioner peers based on the data analysis process.

Table 2. Data Analysis Results

No	Research Subject	Percentage	Interpretation
1.	Material Feasibility	80%	Feasible
2.	Media Feasibility	99%	Very Feasible

Source: Data processed, 2023

Expert validation testing was carried out on material experts and media experts. The material experts included experts from accounting lecturers, and the media experts included experts from Indonesian language lecturers. The expert validation of the material experts included several indicators: (1) relevance, (2) completeness of presentation, and (3) language suitability. The statement items on the relevance indicator consist of: (1) the main selection of material is relevant to the course competencies, (2) the explanation of each chapter is relevant to the chapter's competencies, (3) the case studies are relevant to the competencies that must be mastered, (4) the material description is reliable and in accordance with the level of student development, (5) the material is in accordance with scientific truth, (6) the material is in accordance with the latest developments, (7) the packaging of the material is in accordance with the scientific approach, (8) working papers (evaluations) are in accordance with the learning outcomes, and (9) the images/illustrations presented are in accordance with the content of the material. The

statement items on the completeness of the presentation indicator consist of: (1) the contents of the book present the competencies that must be mastered by students, (2) the contents of the book convey learning instructions, (3) the contents of the book present supporting information, and (4) the contents of the book present a bibliography. The statement items on the language suitability indicator consist of: (1) the content of the book has used the correct spelling; (2) the content of the book has used the correct terms; and (3) the content of the book has used the correct sentence structure. The total score obtained from the material expert validator is 64, which is 80% of the maximum score. This means the teaching material is "feasible" for use.

Media expert validation includes three indicators: (1) book size, (2) book cover design, and (3) book content design. The statement items on the book size indicator consist of: (1) the size is in accordance with ISO standards and (2) the size is in accordance with the content. The statement items on the book cover design indicator consist of: (1) the book cover design displays the central focus; (2) the layout elements of the cover design are proportional, balanced, and harmonious with the content; (3) the colors and layout elements of the cover design are harmonious and clarify the function; (4) the font size of the book title is larger and more proportional than the author's name; (5) the book title color contrasts with the background color; (6) the book cover design does not use too many typeface combinations; (7) the book cover illustration describes the teaching content/material and reveals the character of the object; (8) the shape, color, size, and proportion of the cover object are in accordance with reality.

The statement items on the book content design indicator consist of: (1) the placement of layout elements is consistent based on the pattern; (2) the separation between paragraphs is clear; (3) the print field and margins are proportional; (4) the margins of two adjoining pages are proportional; (5) the space between text and illustrations is appropriate; (6) the placement of illustrations and image captions does not interfere with understanding; (7) the placement of chapter titles and subtitles does not interfere with understanding; (8) do not use too many fonts; (9) the font variations is not excessive; (10) the text width is normal; (11) the line spacing is normal; (12) the letter spacing is normal; (13) the illustrations reveal the meaning of the objects; (14) the illustrations are accurate and proportional; (15) the illustrations are appropriately presented; and (16) the illustrations are creative and dynamic. The total score obtained from the media expert validator is 129, which is 99% of the total possible score. The average score is 4.96, meaning the teaching material is "very feasible" to use.

4. Analysis of the Effectiveness Level of Sharia Accounting Practicum Teaching Materials

According to system theory, the main components of a system are input, process, output, outcome, and environment. To maximize output and outcomes, the learning process requires relevant teaching materials (Bertalanffy, 1968). The effectiveness test of teaching materials conducted by students in the Sharia Accounting Study Program is an effort to produce materials that address learning needs.

The following are the results of the assessment obtained from students in the Sharia Accounting Study Program based on the data analysis process.

Table 3. Data Analysis Results

No.	Research Subject	Percentage	Interpretation
1.	Student Testing	86%	Very Feasible

Source: Data processed, 2023

Testing the effectiveness of teaching materials determines the level of effectiveness of teaching materials before they are used in the lecture process. This test was conducted with 10 students in the Sharia Accounting Study Program. This small-scale test aims to determine the feasibility of using the materials. The selection of ten students is based on a 10% sample of the total number of students enrolled in the Sharia Accounting Study Program for one academic year.

The trial includes three indicators: (1) attractiveness of the book, (2) ease of use, and (3) usefulness of the book for learning. The statement items on the book attractiveness indicator consist of: (1) variations in the use of letters, (2) existing illustrations, (3) layout design, (4) suitability of case studies, (5) existence of case study examples, (6) case study format, and (7) overall format, (6) the case study format is interesting to work on, (7) the overall format of the book is interesting to learn. The statement items on the ease-of-use indicator consist of: (1) The book's content coverage makes it easier for students to use the teaching materials. (2) The book's content clarity makes it easier for students to use the teaching materials. (3) The book's presentation flow makes it easier for students to use the teaching materials. (4) The book's language can be clearly understood, making it easier for students to use the teaching materials. (5) The book's content clarity makes it easier for students to use the teaching materials. (6) The book's instructions can be clearly understood, making it easier for students to use the teaching materials. The statement items on the usefulness indicator consist of: (1) This book can help students increase their

interest in the subject matter. (2) This book can help students learn the subject matter more easily. (3) Existing case studies can help students understand the concepts they have mastered. The total score obtained from the product trial results was 69%, meaning that the teaching materials are "very feasible" to use.

D. CONCLUSION

This study found that 70% of Sharia Accounting students have never used Sharia SAK during their studies, and 69% are unaware of its contents. This is in contrast to the high level of enthusiasm for Sharia Accounting Practicum lectures, with 98% of students attending. The Sharia Accounting Practicum teaching materials were developed by adjusting to student needs, integrating Sharia accounting concepts and theories with the rules set out in Sharia SAK. Expert validation by material experts revealed that the teaching materials met the "feasible" criteria, while media experts deemed them "very feasible." Trials conducted with students in the Sharia Accounting Study Program also indicated that the teaching materials met the "very feasible" criteria. This study supports previous findings that a practicum-based learning approach requires an innovative, active, and real-life relevant teaching cycle to achieve in-depth learning outcomes. Islamic higher education management, particularly in the Sharia Accounting study program, must focus on an effective learning process. This aims to produce graduates with competencies that meet the needs of the Sharia financial industry through a constructivist learning process supported by representative teaching materials. Due to the limited sample size, specific cases, and variations in data, gender, and age, further research is needed to develop a more comprehensive understanding.

E. ACKNOWLEDGMENT

The research team would like to thank the parties and organizations for supporting the implementation of this research, including the Rector of UIN Sunan Kudus, the Head of the Institute for Research and Community Service, and the Dean of the Faculty of Islamic Economics and Business UIN Sunan Kudus who have funded this research, the validators, the students of the Sharia Accounting Study Program, and all parties involved in the research process.

REFERENCES

- Al-Momani, Mohammad Oma, and Elham Mahmoud Rababa. 2022. "The Reality of Professional Education Teachers in Jordan's Use of Modern Learning Strategies." *INOVASI KURIKULUM* 19(2):277–86. doi: <https://doi.org/10.17509/jik.v19i2.43821>.
- Bahrowi, Ahmad. 2022. "Management Concept of Islamic Higher Education and The Challenge in Global Era." *Qalamuna -Jurnal Pendidikan, Sosial, Dan Agama* 14(1):35–48. doi: <https://doi.org/10.37680/qalamuna.v14i1.1131>.
- Balalaieva, Olena, Oleksandra Shynkaruk, Bohdan Pavlyuk, Dmytro Bidyuk, and Olena Yashchuk. 2023. "The Role of Education Quality Monitoring in Ensuring Quality Higher Education." *AMAZONIA Investiga* 12(65):265–75. doi: <https://doi.org/10.34069/AI/2023.65.05.25>.
- Bertalanffy, Ludwig von. 1968. *General System Theory: Foundations, Development, Applications*. New York: George Braziller.
- Firmadani, Fifit, and Mashud Syahroni. 2020. "Pengembangan Modul Mata Kuliah Manajemen Pendidikan Berbasis HOTS." *Jurnal Review Pendidikan Dan Pengajaran* 3(2):279–88. doi: [10.31004/jrpp.v3i2.1293](https://doi.org/10.31004/jrpp.v3i2.1293).
- Gul, Asma, Tayyaba Bashir, and Javed Mustafa. 2020. "Role of Educational Institutions in Building a Peaceful Society." *LASSIJ: Liberal Art and Social Sciences International Journal* 4(2):267–77. doi: <https://doi.org/10.47264/IDEA.LASSIJ/4.2.21>.
- Halid, Wildan. 2022. "Konsep Manajemen Pendidikan Islam." *Jurnal Mahasantri* 3(1):596–607.
- Hamalik, Oemar. 2002. *Media Pendidikan*. Bandung: Citra Aditya Bhakti.
- Herliana, Shinta. 2020. "Dampak Media Pembelajaran Terhadap Nilai Belajar Peserta Didik Kelas 6 Di SD Negeri Ledok 06 Salatiga." *Jurnal Review Pendidikan Dan Pengajaran* 2(1):153–58. doi: [10.31004/jrpp.v2i1.266](https://doi.org/10.31004/jrpp.v2i1.266).
- Hidayat, Abas, Siti Fatimah, and Didin Nurul Rosidin. 2022. "Challenges and Prospects of Islamic Education Institutions and Sustainability in The Digital Era." *NAZHRUNA: Jurnal Pendidikan Islam* 5(2):351–66. doi: <https://doi.org/10.31538/nzh.v5i2.2106>.
- Jayasinghe, Kelum. 2021. "Constructing Constructivism in Management Accounting Education: Reflections From a Teaching Cycle with Innovative Learning Elements." *Qualitative Research in Accounting & Management* 18(2):282–309. doi: <https://doi.org/10.1108/QRAM-05-2020-0067>.
- Karim, Sugeng A., Jumadi M. Parenreng, and Abdul Hafizh. 2022. "Pengembangan Modul Pembelajaran Mata Kuliah Jaringan Komputer Di Prodi PTIK UNM." *INTEC Journal: Information Technology Education Journal* 1(1):75–78.

- Kizi, Chorjeva Zuhra Tolib. 2022. "Development of Professional Competence as an Important Task of the Higher Education Process." *Current Research Journal of Pedagogics* 3(9):74–81. doi: <https://doi.org/10.37547/pedagogics-crjp-03-09-13>.
- Lubis, Henny Zurika, and Ismaya Nina. 2020. "Pengembangan Bahan Ajar Akuntansi Untuk Meningkatkan Kualitas Pembelajaran Di Kelas." *LIABILITIES: Jurnal Pendidikan Akuntansi* 3(3):206–15. doi: 10.30596/liabilities.v3i3.6173.
- Lysokon, Illia, Tamara Vasyliuk, Yuliia Barulina, Ivanna Razmolodchykova, and Hanna Zakharova. 2024. "Educational Management in Higher Education Institutions." *Innovative Technologies and Their Impact on the Education* 17(SE1):73–84. doi: <http://dx.doi.org/10.14571/brajets.v17.nse1.73-84>.
- Masdar, Azzahra Kamila Cahyani, Lailatun Nadira, Yova Murnika, and Wismanto Wismanto. 2024. "Pemilihan Media Pembelajaran Yang Tepat Untuk Meningkatkan Hasil Pencapaian Belajar Peserta Didik." *EDUKASI ELITA: Jurnal Inovasi Pendidikan* 1(3):76–85. doi: <https://doi.org/10.62383/edukasi.v1i3.243>.
- Mulyadi, and Andi Hidayatul Fadlillah. 2022. "Pengembangan Modul Pengantar Akuntansi Berbasis Kompetensi (Competency Based Learning)." *BEST JOURNAL (Biology Education, Science & Technology)* 5(2):488–93.
- Mulyasa, E. 2011. *Manajemen Dan Kepemimpinan Kepala Sekolah*. Bandung: Remaja Rosdakarya.
- Neustroev, Gleb Aleksandrovich. 2024. "Impact of the Effectiveness of Higher Educational Institution Management on Student Achievements." *Panorama Science and Practice* 12. doi: <https://doi.org/10.33920/nik-02-2412-06>.
- Niarti, Upi, Tuti Hermelinda, and Silvia Syeptiani. 2022. "Factors Affecting Graduate Competence in Independent Learning Policies Independent Campus." *Journal of Vocational Education Studies (JOVES)* 5(1):72–82. doi: <https://doi.org/10.12928/joves.v5i1.5471>.
- Nurhikmah, Nurhikmah. 2024. "Educational Management Functions: Planning, Organizing, Actuating, Controlling." *INTIHA: Islamic Education Journal* 1(2):82–91. doi: <https://doi.org/10.58988/intiha.v1i2.293>.
- Piaget, Jean. 1973. *To Understand Is to Invent: The Future of Education*. New York: Viking Press.
- Sihite, Mislan, Kristanty Marina Natalia Nadapdap, Robinhot Gultom, and Arifin Saleh. 2019. "Peran Mutu Dalam Meningkatkan Daya Saing Perguruan Tinggi." *METHONOMI* 5(1):35–48.
- Sokolova, Evgenia, and Svitlana Sorokina. 2022. "The Role and Place of Education in Improving The Quality of Life." *UK: IV International Scientific and Practical Conference*. doi: <https://doi.org/10.36074/logos-09.12.2022.43>.
- Subkan, Muhammad Ali. 2025. "Integrasi Teori Manajemen Dalam Pendidikan Islam : Perspektif Dan Implementasi." *Journal in Education* 07(02):11189–96.

- Syafaruddin. 2023. "Konsep Dasar Manajemen Akademik Di Perguruan Tinggi Islam." *AL-FAHIM: Jurnal Manajemen Pendidikan Islam* 5(1):222–38. doi: <https://doi.org/10.54396/alfahim.v5i1.540>.
- Syarhani, Syarhani. 2022. "Manajemen Pendidikan Islam, Konsep, Fungsi Dan Prinsip." *Al Qalam: Jurnal Ilmiah Keagamaan Dan Kemasyarakatan* 16(6):2007–17. doi: [10.35931/aq.v16i6.1258](https://doi.org/10.35931/aq.v16i6.1258).
- Vygotsky, L. S. 1978. *Mind in Society: The Development of Higher Psychological Processes*. Cambridge: Harvard University Press.
- Wulandari, Amelia Putri, Karina Cahyani, Tsani Shofiah Nurazizah, and Zakiah Ulfiah. 2023. "Pentingnya Media Pembelajaran Dalam Proses Belajar Mengajar." *Journal on Education* 5(2):3928–36. doi: <https://doi.org/10.31004/joe.v5i2.1074>.
- Zohriah, Anis, Hikmatul Faujiah, Adnan Adnan, and Muhammad Shofwan Mawally Nafis Badri. 2023. "Ruang Lingkup Manajemen Pendidikan Islam." *Jurnal Dirosah Islamiyah* 5(2). doi: <https://doi.org/10.47467/jdi.v5i3.4081>.