



## Jurnal Eduscience (JES)

Volume 9, No. 2

Agustus, Tahun 2022

Submit : 06 Juli 2022

Accepted : 23 Juli 2022

## STUDENTPRENEURSHIP APPROACH FOR IMPROVING EDUCATION AND ECONOMY EFFECTIVENESS AT IBNU KASIM NAHDLATUL WATHAN BINTAN

KAMARUZAMAN<sup>1</sup>, FIRDAUS<sup>2</sup>, SUDANTO<sup>3</sup>, FERRI YONANTHA<sup>4</sup>,  
OKTAVIANINGSIH<sup>5</sup>, FADILATUL AYUNINGRUM<sup>6</sup>, NUR KHALISHAH<sup>7</sup>,  
NUR RAMADHINI<sup>8</sup>

<sup>1,2,3,5,6,7,8</sup>Sharia Business Management, STAIN Sultan Abdurrahman Kepulauan Riau

<sup>4</sup>English Education, STAIN Sultan Abdurrahman Kepulauan Riau

[kamaruzaman@stainkepri.ac.id](mailto:kamaruzaman@stainkepri.ac.id), [firdaus@stainkepri.ac.id](mailto:firdaus@stainkepri.ac.id), [sudanto@stainkepri.ac.id](mailto:sudanto@stainkepri.ac.id)

[ferri.yonantha@stainkepri.ac.id](mailto:ferri.yonantha@stainkepri.ac.id), [via591873@gmail.com](mailto:via591873@gmail.com), [fdlatul2502@gmail.com](mailto:fdlatul2502@gmail.com)

[nurkalisa01@gmail.com](mailto:nurkalisa01@gmail.com), [nurramadiniramadini@gmail.com](mailto:nurramadiniramadini@gmail.com)

Nomor kontak: 081364767701

### Abstract

*The objective of this research is to analyze the effectiveness of education and economy through studentpreneurship approach at Ibnu Kasim Nahdlatul Wathan Bintan Islamic Boarding School. Method of this research is descriptive qualitative through the deep interview of the respondents until the information well obtained and reach the objective. Based on the results of the study show that the studentpreneurship approach (which empowers students in running the productive/entrepreneurial sector) is proven to increase the effectiveness of education and the economy at the Ibnu Kasim Nahdlatul Wathan Bintan Islamic Boarding School in terms of learning comfort, satisfaction with learning outcomes and ease of financing, meeting needs and achieving welfare.*

**Keywords:** effectiveness; education; studentpreneurship; economy

### Abstrak

Penelitian ini bertujuan untuk menganalisis efektivitas pendidikan dan ekonomi melalui pendekatan *studentpreneurship* pada Pondok Pesantren Ibnu Kasim Nahdlatul Wathan Bintan. Metode penelitian ini adalah deskriptif kualitatif melalui wawancara mendalam terhadap responden sampai informasi diperoleh dengan baik dan mencapai tujuan. Berdasarkan hasil penelitian menunjukkan bahwa pendekatan *studentpreneurship* (memberdayakan santri dalam menjalankan sektor produktif/kewirausahaan) terbukti dapat meningkatkan efektivitas pendidikan dan ekonomi di Pesantren Ibnu Kasim Nahdlatul Wathan Bintan pada sisi kenyamanan belajar, kepuasan hasil belajar dan keringanan pembiayaan, terpenuhi kebutuhan dan tercapai kesejahteraan..

**Kata Kunci:** efektivitas: pendidikan: *studentpreneurship*: ekonomi

## INTRODUCTION

Islamic Boarding School is an Islamic religious education institution that has long developed in the community. Starting from rural communities, Islamic Boarding School have strategic potential as pioneers of change in both education and community economy empowerment. Islamic Boarding School can become central of Islamic religious-based education and economy development and work to alleviate poverty with the strength of the community itself. Islamic boarding schools have a major role in fostering the character of students. Embodiment that does not change is the role in the aspects of religion, social and education. However, there are other roles studied which also play a positive role, namely the formation of Islamic character and culture for the students. The role of learning through online media can also have an impact on the character formation of students (Agung, Arianto, Fajrie, &



Nugroho Arianto Mahfudlah, 2012; Mansur, 2001). In addition, there are other things that can shape the positive character of students, namely positive activities outside the function of religious education, namely economy learning which empowers students in positive activities to build the community's economy. This can also be an indicator of assessing the effectiveness of education and the economy (Ningsih, 2017). To improve the progress of Islamic boarding schools, the development of human resources for students who are ready to compete in real life becomes the main parameter, namely through affective abilities, cognitive psychomotor (Megarani, 2010). Establishing professional and potential Islamic boarding schools can be developed through the development of human resources, information and communication technology, economy strength and networks. However, in its implementation, the commitment for madrasas to practice the values of *Rahmatanlil'alam* based on the UUD 1945, Pancasila, and Bhineka Tunggal Ika as enshrined in Law (UU RI 18 Year 2019).

Effective learning is the dream of every Islamic boarding school where learning, the number of students, operational financing and others are carried out effectively. The effectiveness of an Islamic boarding school education institution can be implemented if each element supports one another. Students can achieve feelings of pleasure, happiness, comfort because the atmosphere is built in a conducive manner so that learning outcomes will increase. Islamic boarding schools that have been equipped with facilities and infrastructure that can support the smooth learning. Teaching materials and teaching staff whose professionalism is not in doubt. As the focus of elements in the Islamic boarding school, students seem to be the center of attention of all elements related to the Islamic boarding school (Apriyanti, 2017; Ningsih, 2017).

Empowerment means making something capable or empowered or having power. Education and economy empowerment at the Ibnu Kasim Nadhatul Wathan Islamic Boarding School are an integral part of the formulation of the Islamic Bording School program. To increase the effectiveness of the Islamic Bording School, it is necessary to study the effectiveness of the education and economy through various efforts such as by student-based entrepreneurship called *studentpreneurship*. Most of the potential to give birth to new entrepreneurs is in Youth. This is because young people have high innovating abilities, are physically very strong and think creatively and are willing and able to accept technological advances. Increase the effectiveness of Islamic boarding schools, it is necessary to study the effectiveness of the implementation of education and economy empowerment through *studentpreneurship* so that they can develop education for students and improve the economy in Islamic boarding schools (Hasmidyani, Fatimah, & Sriwijaya, 2017; Kamaruzaman, Sidik, Rahman, Firdaus, & Sudanto, 2022; Purnomo, 2017).

## RESEARCH METHOD

The Ibnu Kasim Nahdatul Wathan Islamic Boarding School Bintan, Riau Islands, located in Gunung Lengkuas, Bintan is an Islamic educational foundation that carries out the function of Islamic Boarding School education as its main activity. At this location, research was conducted on the *studentpreneurship* approach to improve the educational and economy effectiveness of the Islamic boarding school. Type of this research was qualitative through in-depth interview, document and observation. The interview is a semi-structured type with open-ended questions so that it will continue to grow along with the need for as much information as possible (*snow bowling*). Interviews can be carried out flexibly but there are still controls so that they do not spread out of topic so that accuracy is maintained. General list of interview instruments were about the profile of the Islamic boarding school as a whole is explained, find out how the education, economy and development situation in the Islamic



boarding school held. Explore Ibnu Kasim Nahdlatul Wathan Islamic boarding schools empower students to carry out entrepreneurial activities within. Overall, the answers given by respondents were to analyze whether *studentpreneurship* approach could improve the education and economy effectiveness at the Islamic boarding school (Ilyas, 2016). Respondents in this study were the head of the Islamic boarding school Ibnu Kasim Nahdlatul Wathan, Bintan and some teachers and students who were competent in providing information related to research questions. Meanwhile, in terms of strengthening research results that have not been obtained from the main respondents, data are collected in the form of Islamic boarding school reports, observations and information from third parties such as Kanwil Kemenag Kepri reports and etc. as well as other written sources such as books, second party reports, related statistics that can help answer research questions and analysis purposes (Rijali, 2019).

Obtained representative research results on the topic, data analysis was carried out using interactive analysis techniques, namely collecting, presenting, reducing and drawing conclusions. This technique allows analysis to be carried out on site or off site. The analysis can be carried out simultaneously with the results of the interview so that if it is deemed necessary, extracting information can continue to be carried out until the results are credible. To draw conclusions from the results of research whether *studentpreneurship* could improve the education and economy effectiveness of Ibnu Kasim Nahdlatul Wathan Islamic boarding schools was done by reducing the data from the research to form a conclusion. Process of reducing the data is summarizing, selecting the main things, focusing on the *studentpreneurship* approach to improve the educational and economic effectiveness of the Islamic boarding school, as well as simplifying the data that emerges from the field results (Firman, 2018; Pradono, Soerachman, Kusumawardani, & Kasnodihardjo, 2018).

## RESULT AND DISCUSSION

### Results

#### *Trace Back of the Islamic Boarding School of Ibnu Kasim Nahdlatul Wathan*

The Ibnu Kasim Nahdlatul Wathan Islamic boarding school was prepared for prospective students, especially for the Bintan area which was built in Bangun Rejo Village, Gunung Lengkuas Village, East Bintan District, Bintan Regency, Riau Islands Province. The Islamic boarding school led by Ustadz Najmudin Ma'azi was appreciated by the Bintan Regency government for being one of several educational institutions in Bintan that provide Islamic education. The presence of the Ibnu Kasim Nahdlatul Wathan Islamic boarding school is also in line with the government's agenda to increase the number of Quran tahfidz institutions in each sub-district in the Bintan Regency area. To support the operations and construction of Islamic boarding schools, the government provides various supports, both moral and material. Among the aid materials such as operational funds, compensation for orphans, courageous study aid and so on. Meanwhile, moral support such as encouraging administrators and educators to continue to build generations in terms of aqidah, morals and scientific knowledge to produce the best sons and daughters with character. Apart from the government, support from various parties is very useful for Islamic boarding school in order to increase their capacity in line with interest in entering Islamic boarding school.

The cost of education at the Ibnu Kasim Nahdlatul Wathan Islamic boarding school is still adjusted to the standard of community capacity in the Bintan area so that it can be affordable. The details of the costs are as follows:



**Table 1.** Education Costs of Ibnu Kasim Nadhatul Wathan Bintan Islamic Boarding School

No.	Descriptions	Costs
1	Registration	Rp 200.000
2	Operational	Rp 600.000
3	Semester Report	Rp 150.000
4	Foods	Rp. 0
5	Tuition	Rp. 0
6	Books	Rp. 0
7	Building	Rp. 0
	<b>TOTAL</b>	<b>Rp 950.000</b>

From table 1 above, it can be seen that the details of the education costs only consist of registration fees, operations and report cards, the total is Rp. 950,000, then the cost of food, tuition, book fees, building fees are free of charge from students. From the information obtained, the freeing of some of these costs can be done because the foundation has covered it from independent funding sources owned by the foundation.

#### *Intensity of Guidance, Curriculum and Educators*

In order to improve absorption, students' understanding of learning, and the achievement of learning targets, Islamic boarding schools apply more extra and intensive guidance. Study time is also optimized as effectively as possible by carrying out learning activities from dawn, noon to night. Daytime is more for general learning, while dawn and night are for improving cottage learning such as books, memorizing muraja'ah and so on. Meanwhile, the education curriculum follows the Islamic boarding school curriculum which is standardized by the government. For educators, they are alumni of various Islamic educational institutions and Islamic universities who are already proficient in the scientific field, which will be taught in accordance with the demands of the Islamic boarding school education curriculum.

#### *Learning Methods During the COVID-19 Pandemic*

Ibnu Kasim Nahdlatul Wathan Bintan Islamic boarding school conducts learning activities during the COVID-19 pandemic which coincides with the July 2020 entry schedule with a learning system outside the network or face-to-face but while still implementing strict health protocols. This is also applied to the guardians of students who want to visit, before entering the conditions apply to meet the criteria for a COVID-19 free examination from an authorized doctor and apply health protocols. For learning, teachers and students are distanced, are required to wear masks or face shields, and periodically carry out sanitation and disinfection.

#### *The Role of the Government in Islamic Boarding School Education and Economy*

In order to ensure the quality of learning at the Islamic Boarding School, Ibnu Kasim Nahdlatul Wathan Bintan, synergize with the competent government, namely the Regional Office of the Ministry of Religion to carry out the function of monitoring or monitoring the evaluation of Islamic boarding



school education. The Provincial Ministry of Religion Regional Office supports the operational aspects of Islamic boarding schools to support the implementation of quality education. In addition, the EMIS (Education Management Information Center) database is updated, both data on Islamic boarding schools, educators and students so that they are recorded nationally for the 2020/2021 school year.

Meanwhile, to improve the economy of Islamic boarding schools, various parties provide strong support so that most campus operations can be fulfilled by not placing too much burden on prospective students, for example some costs are free such as food, tuition, books, buildings. This can be fulfilled by optimizing the use of the foundation's operational funds to fulfill the operational needs of the Islamic boarding school, be it development, implementation of education, administration, living needs of education implementers and students. Among the parties who contribute to this Islamic boarding school are the district/city government, provincial government, Ministry of Religion, social institutions or individuals, both government and private, who donate moral and material assistance for the implementation of education in this Islamic boarding school.

### *Various Social and Religious Activities for the Community*

The Islamic boarding school of Ibnu Kasim Nahdlatul Wathan carries out religious social activities as a form of community service through da'wah activities, celebration of holidays, worship at mosques and so on. For example, conducting recitations, theatrics and reading the hizib of Nahdlatul Wathan on the commemoration of the Prophet Muhammad's Birthday. Participants in this activity consisted of the Islamic boarding school and the community as well as invited guests, while the performers all came from the Islamic boarding school, namely students and ustadz-ustadz. This activity provides direct learning to the community about past events, the pronunciation of remembrance and prayer on the Prophet Muhammad sallallahu 'alayhi wa sallam. This kind of activity can also be a forum for friendship and build emotional closeness and good relations with the community. This activity is also a means of socialization for Islamic boarding school in increasing interest in attending school at the Islamic boarding school.

At another moment, namely the Hiriyah New Year's Commemoration, the Islamic boarding school holds various sports activities such as archery, horse riding, and sports that can increase physical strength. This activity is in order to maintain fitness, improve friendship with fellow community and train certain sports skills that are useful for students to participate in activities both achievement goals and social goals. In addition, archery, beruda and certain other sports can increase concentration training which is very much needed by students in learning at Islamic boarding schools.

### *Islamic Boarding School Economy Strengthening*

Ibnu Kasim Nahdlatul Wathan Bintan Islamic Boarding School in its implementation provides high relief for students. This policy seems to imply an interesting question about how Islamic boarding school can meet the operational needs of Islamic boarding school. After being researched, the Islamic boarding school carried out learning activities, social religious activities of the community as well as possible and built good relationships (silaturahmi) with various parties. The strengthening of the implementation of professional learning and the good relations that have been built show that Islamic boarding schools build quality education that is meaningful for the community. This makes people know the Islamic boarding school in terms of the quality of education and then raises the attention of various parties so that they are interested in providing support for it.



Islamic boarding school Ibnu Kasim Nahdlatul Wathan Bintan seeks to carry out various productive activities with independent principles which rely only on Allah (khizanatullah) without depending on others in the context of the ability to provide financing for Islamic boarding school. This principle makes Islamic boarding school need to integrate all elements of Islamic boarding schools to grow a strong economy for the implementation of educational programs by building extensive networks with various parties without having to depend on them. As one of the productive activities of this Islamic boarding school, namely the establishment of the Cooperative Pondok Islamic boarding school. This activity builds Islamic boarding schools to be able to make various productive activities and make the community as consumers and a wider network (interactionist-cultural) (Ningsih 2017). More specifically, there are Islamic boarding schools that empower students to run productive sectors designed by Islamic boarding school through student-based entrepreneurship. The Islamic boarding school and teachers can create certain entrepreneurship programs but still involve their students to become the driving force of the business. This strategy has been proven to significantly improve the economy in a Islamic boarding school (Faridah 2018).

### *Student-Based Entrepreneurship at Islamic Boarding School*

As a comprehensive educational institution, Islamic boarding schools do not only run educational programs, but must design social and economy capabilities for students so that students also have strong mental and financial preparation. When facing the reality of real life, one has to deal with a situation where Islamic religious knowledge must be disseminated to the community and on the other hand must have a qualified economy. This is what makes this Islamic boarding school develop entrepreneurship or independence programs for its students and educators to improve their economy. Likewise during the period of education, the Islamic boarding school of Ibnu Kasim Nahdlatul Wathan Bintan which must continue to carry out the routine of Islamic boarding school learning, the residents of the Islamic boarding school who must be revived and respond to quality education in the midst of an economyally weak society. To sustain life and develop Islamic boarding school, it is necessary to encourage economy activity by establishing cooperatives that oversee several business units, including the banking function for Islamic boarding school, namely *Baitul Mal Wat Tamwil*.

### *Efforts to Increase the Effectiveness of Education and Economy through Studentpreneurship Approach*

The results showed that of the thirteen respondents who were interviewed about whether the *studentpreneurship* approach could increase the educational and economy effectiveness of the Ibnu Kasim Nahdlatul Wathan Islamic Boarding School. All of the respondents agreed that *studentpreneurship* approach can improve education and economy effectiveness of Ibnu Kasim Nahdlatul Wathan Islamic boarding school. In terms of educational effectiveness consists of comfort in learning and satisfaction in learning outcomes. In terms of economy effectiveness consists of financing relief, meeting needs and achieving welfare (Rezekiah & Safitri, 2022).

### **Discussions**

The success and welfare of students becomes a tool to measure the effectiveness of an educational institution and the economy of an Islamic boarding school. However, to get the effectiveness of education and the economy easily if all parties related to the system, both internal and external, really function properly based on the outline of the goals that have been set and the targets that have been set. To achieve this, it is not only seen from the final results, but all stages from the design preparation,





implementation, and evaluation stages are also achieved in accordance with the programs, procedures and policies in each function (Apriyanti, 2017).

Effectiveness can be translated into the definition of a successful achievement of the output of a set of activities carried out by either an individual or a group. In a broader understanding it can be said that the level of effectiveness of an activity depends on the high level of success of a series of activities being achieved both in terms of capacity and quality. Another translation of the term effectiveness is the link between goals and the success of a series of activities. The indicator is that the goals that have been set are in accordance with the results obtained. An educational program will be effective if it can provide the possibility for an educator to learn easily, gain comfort in implementing it and get the expected goals to be achieved. In the context of education, if an educator can increase effectiveness in learning, his activities will be more useful. Likewise in the economy context, the effectiveness of economy empowerment is the achievement of economy success carried out by a group of people or community groups by utilizing various existing resources for the development of the economy potential of their members so as to increase the productivity of these community groups (Ithriyyah, 2005).

Islamic boarding schools have a major role in fostering the morals of students. Embodiment that does not change is the role in the aspects of religion, social and education. However, there are other roles studied which also play a positive role, namely the formation of Islamic character or morals and culture for the students. The role of learning through online media can also have an impact on the moral formation of students (Agung et al., 2012; Mansur, 2001). In addition, there are other things that can shape the positive character/morals of students, namely positive activities outside the function of religious education, namely economy learning which empowers students in positive activities to build the community's economy. This can also be an indicator of assessing the effectiveness of education and the economy (Ningsih, 2017). To improve the progress of Islamic boarding schools, the development of human resources for students who are ready to compete in real life becomes the main parameter, namely through affective abilities, cognitive psychomotor (Megarani, 2010). Establishing professional and potential Islamic boarding schools can be developed through the development of human resources, information and communication technology, economy strength and networks. However, in its implementation, the commitment for madrasas to practice the values of *Rahmatanlil'alam* based on the 1945 Constitution, Pancasila, and *Bhineka Tunggal Ika* as enshrined in Law (UU RI 18 Year 2019).

This *studentpreneurship* approach aims to grow learning and economy effectiveness for students, besides that it is expected that all participants have the ability to design a certain business plan and dare to start, run and manage a business in order to grow the Islamic boarding school economy. Most of the potential to give birth to new entrepreneurs is in Youth. This is because young people have high innovating abilities, are physically very strong and think creatively and are willing and able to accept technological advances (Dimiyati & Sari, 2019; Hasmidyani et al., 2017; Kamaruzaman et al., 2022).

## CONCLUSION

From the results of the research, it can be concluded that the Pondok Islamic boarding school Ibnu Kasim Nahdlatul Wathan Bintan since its new establishment has won the public's trust as an educational institution capable of educating the younger generation through Islamic education whose quality is no longer in doubt. The tuition fees charged to students are very affordable. This Islamic boarding school is able to meet the living needs of its Islamic boarding school residents through the development of the productive sector which also involves the students running it. The *studentpreneurship*



approach that is applied helps to improve effectiveness of the education and economy at the Ibnu Kasim Nahdlatul wathan Bintang Islamic boarding school.

## ACKNOWLEDGEMENT

The authors would like to thank all those who have been involved in making this research a success. Thank you to the Ibnu Kasim Nahdlatul Wathan Islamic Boarding School for being very cooperative in providing information about the educational institution. Then to the research team who have gone to great lengths to complete this research.

## REFERENCE

- Agung, D., Arianto, N., Fajrie, M., & Nugroho Arianto Mahfudlah, D. A. F. (2012). Pembelajaran E-Learning Dalam Pembelajaran. *Seruni Seminar Riset Unggulan Nasional Informatika Dan Komputer*, 1(1), 45.
- Apriyanti, P. (2017). *Efektivitas Pemberdayaan Ekonomi Pesantren Dalam Perspektif Ekonomi Islam*. UIN Raden Intan Lampung.
- Audina, R., Harahap, RD. (2022) Analysis of learning implementation plans (RPP) for prospective biology teacher students. *Jurnal Biologi - Inovasi Pendidikan*.  
DOI: <http://dx.doi.org/10.20527/bino.v4i1.12186>
- Dimiyati, M., & Sari, N. K. (2019). Iptek Bagi Masyarakat (Ib.M) Wirausaha Baru Pemuda Karang Taruna Di Desa Sanenrejo Kecamatan Tempurejo Kab. Jember. *Jurnal Pengabdian Masyarakat IPTEKS*, 3(1), 44–50.
- Firman. (2018). Analisis Data dalam Penelitian Kualitatif. *Research Gate*, (November), 1–14.
- Hasmidyani, D., Fatimah, S., & Sriwijaya, U. (2017). Mengembangkan Jiwa Kewirausahaan Generasi Muda Melalui Pelatihan Penyusunan Rencana Usaha. *Jurnal Mitra*, 1(1), 32.
- Ilyas. (2016). Pendidikan Karakter Melalui Homeschooling. *Journal of Nonformal Education*, 2(1).  
<https://doi.org/10.15294/jne.v2i1.5316>
- Ithriyyah, H. Al. (2005). *Pesantren Dan Pemberdayaan Ekonomi Komunitas Akar Rumput : Studi Kasus Pada Biro Pengabdian Masyarakat Pondok Pesantren An-Nuayyah Guluk-Guluk Sumenep Madura*. UIN Sunan Ampel Surabaya.
- Kamaruzaman, Sidik, M. A., Rahman, A., Firdaus, & Sudanto. (2022). *Pealatihan Kewirausahaan Komunitas Muda (Pengalaman Melatih Kaula Muda Mengasah Minat Bakat dan Kemampuan Berwirausaha)*. (D. Septian, Ed.) (I). Bintang: STAIN SAR Press.
- Mansur. (2001). *Moralitas Pendidikan Pesantren: Studi tentang Pandangan Hidup Santri di Pondok Pesantren Cipasung*. UII Yogyakarta.
- Megarani, R. R. S. (2010). *Strategi Pemberdayaan Santri Di Pondok Pesantren Hidayatullah Donoharjo Ngaglik Sleman Yogyakarta*. UIN Sunan Kalijaga Yogyakarta.
- Ningsih, T. R. (2017). Pemberdayaan ekonomi pesantren pengembangan sumber daya lokal (Studi pada Pondok Pesantren Daarut Tauhid). *Jurnal Pengembangan Masyarakat Islam*, 3(1), 57–78.
- Pradono, J., Soerachman, R., Kusumawardani, N., & Kasnodihardjo. (2018). *Panduan Penelitian dan Pelaporan Penelitian Kualitatif*. (E. Martha & A. Suwandono, Eds.) (I). Jakarta: Lembaga Penerbit Balitbangkes, Jakarta.





- Pratiwi, AT., Harahap, RD. (2022). Obstacles for biology education students in the process of implementing online learning at Labuhanbatu University during the covid-19 pandemic. *Jurnal Biologi - Inovasi Pendidikan*. DOI: <http://dx.doi.org/10.20527/bino.v4i1.12067>
- Purnomo, B. R. (2017). Efektivitas Pelatihan Kewirausahaan Dalam Meningkatkan Pengetahuan Dan Motivasi Berwirausaha Pada Penyandang Tunarungu. *Ekspektra*, 1(1), 21–30. <https://doi.org/10.25139/ekt.v1i1.85>
- Rezekiah, P. T., & Safitri, I. (2022). Analisis Nilai-Nilai Karakter Mahasiswa Program Studi Pendidikan Matematika. *Jurnal Cendekia: Jurnal Pendidikan Matematika*, 6(2), 1251–1267. <https://doi.org/https://doi.org/10.31004/cendekia.v6i2.1325>
- Rijali, A. (2019). Analisis Data Kualitatif [Qualitative Data Analysis]. *Alhadharah: Jurnal Ilmu Dakwah*, 17(33), 81.
- Riwayani, S., Harahap, RD., (2022). Does Blended Learning Improve Student’s Learning Independence during the Covid-19 Pandemic? Evidence from a Labuhanbatu University, North Sumatera. *Jurnal Kependidikan*. DOI: <https://doi.org/10.33394/jk.v8i1.4509>
- UU RI 18 Tahun 2019. (2019). Undang-Undang Republik Indonesia Nomor 18 Tahun 2019 tentang Pesantren. 21 Oktober, (6344).