



# The Effort of Islamic Boarding School Leaders' to Improve the Potential of Students in Reading Arabic Books

(A Study in Dayah Raudhatun Hasanah Namploh Manyang, Samalanga Sub-District, Bireuen District)

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**Abstract:** *Islamic religious education is education that the role is very supportive in shaping each person's personality, and education that can instill good moral values in everyday life. In studying the education, Islam also has order for the smooth teaching and learning process, in the process of learning the book also requires methods/ways to achieve the desired learning goals, the determination of teaching methods in a learning process is one step that must be taken by leader of the Islamic Boarding School. This research aims to determine the efforts of Islamic boarding schools leaders' to improve the potential of students in reading Arabic books (a study in Dayah Raudhatun Hasanah Namploh Manyang, Samalanga Sub-District, Bireuen District). This study is a qualitative study. The technique of collecting the data is done by interview, observation and documentation study. The sources of data in this study were the leader of Dayah, teachers who were assigned to teach, teachers who assigned in the managerial field, daily implementers, and business people in Dayah area, student, and Dayah stakeholders. Research results show that; (1) carrying out the book learning process so that the potential of students in reading Arabic books increases, in this case the teacher's council uses several methods, namely lecture method, assignment, reading and training. (2) Supporting factors of implementing lecture method, assignment, reading and training are the teacher in giving more space direction to control students when the learning process occurs, the existence of this support from the teacher and students are very active in mastering the knowledge provided by their teacher. The inhibiting factor is the lack of cohesiveness between teachers and students in the field of teaching and learning and less creative in issuing constructive ideas.*

**Keywords:** *education; potential of students*

## I. Introduction

Along with the progress and development of an era where human needs are increasingly complex, both in the field of technology, the field of needs in everyday life to the needs of education in various fields of science, through State education can improve the quality of human resources which has implications for progress in various fields of life. Indonesia has mandated the development of this education in the 1945 Constitution by prioritizing the protection of all Indonesian people without exception such as promoting public welfare and intellectual life of the nation. Therefore, in studying education, Islam also has an order which is an interest in the knowledge contained in Islamic knowledge, knowledge that is always sought in various Arabic books which forms the personality of students in Islamic boarding schools that learn through the explanation of education because of scientific discipline Islam is a great desire to expect the pleasure of Allah and always practice the knowledge that has been learned and known.

Islamic boarding school is one of the Islamic educational institutions in which there is an educator (teacher) who teaches and also educates students by means of mosques, halls, rooms that are used to carry out such education, and supported by boarding or dormitory as a residence

for students. Thus, the characteristics of Islamic boarding school are the presence of ordinary leaders called *Kiyai, Abu, Ayah, W'aled, Abati, Tu*, and mosques or *musalla* and boarding house.<sup>1</sup>

Developments that occur at Islamic Boarding Schools always create cadres of scholars who always bring the students' thoughts to religious science and religious science, as well as from Arabic readings and even other disciplines such as Tajweed, nahwu, Arabic and neuroscience etc.

As an educational institution, Islamic Boarding School is also categorized as a traditional educational institution, but has its own teaching system (Islamic Boarding School curriculum), and it becomes a characteristic that can be distinguished from the learning system and methodology that is carried out in formal education institutions. The challenge for Islamic boarding schools today is how Islamic boarding schools can work towards developing their learning systems and methodologies at least so that the learning process is more effective and efficient.

Islamic boarding schools are categorized as one of the non-formal educational institutions that have characteristics and differences with other types of educational institutions, both general education institutions and Islamic religious education institutions. Judging from its type, Islamic boarding schools (Dayah) are divided into two kinds, namely Salafi and (traditional) Islamic boarding schools and integrated (modern) Islamic boarding schools, salafi Islamic boarding schools (dayah) which use or adhere to the teaching system of the Yellow Book (Arabic book) alone, meaning that the Islamic Boarding School only teaches the Islamic sciences that originate from the yellow books, whereas the Integrated Islamic Boarding School is the Islamic Boarding School which combines the two teaching systems namely the Yellow Book teaching system (Arabic book) and the school or madrasa teaching system.

Islamic Boarding School of Raudhatun Hasanah Namploh Manyang is one of the traditional Boarding Schools, which here follows the yellow book teaching system. Such is the case with Islamic Boarding Schools or other Islamic educational institutions. Speaking of the yellow book, some people think that the Yellow book (Arabic book) is a book that is often studied by students at Salafi Islamic Boarding School written in Arabic and contains Islamic science. Fahmi Arif El Muniry argues that the Yellow Book (Arabic book) is a book about Islamic sciences studied at Islamic Boarding Schools, written in Arabic with classical systematic.<sup>2</sup>

So according to the author's observation that the development that occurred in the Islamic Boarding School of Raudhatun Hasanah Namploh Manyang about learning the Yellow Book (Arabic book) is still less effective, because based on the methods applied, they are not even focused on studying the book described by each Teacher -much, many students who do their own preoccupations one of them is talking while the lesson continues. By seeing such conditions, the leader agrees with the teacher to apply several methods which would be a suitable method in book learning, the leader invites discussions with the teacher so that the planned method can be carried out by the teacher properly and smoothly, because the method used is very influential with the book learning process.

Studying the Yellow Book (Arabic Book) is not as easy as studying a reading book, because in studying the Yellow Book (Arabic Book) there are aspects that must be mastered such as understanding (meaning of the Book) and to facilitate us in studying the Yellow Book, there

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<sup>1</sup> Abdul Mujib, *Ilmu Pendidikan Islam*, (Jakarta: Kencana, 2008), p. 234.

<sup>2</sup> Fahmi Arif El Muniry, *Menggegas Pesantren Berbasis Riset: Dari Mengkaji Ke-Mengkaji*, Ed. II, (Jakarta: Mihrab, 2006), p. 77.

are some things that we must learn the Nahwu science, neuroscience and balaghah, all of which are to facilitate us in reading the other Yellow books (Arabic books).

Based on this background, the formulation of the issues raised in this paper is: How the efforts of Islamic boarding school leaders' of Raudhatun Hasanah Namploh Manyang to improve the potential of students reading yellow books (Arabic), whatever supporting factors and inhibitors in the learning of the Yellow Book (Arabic script)

## II. Review of Literature

### 2.1 Theory of Islamic Boarding School Leadership

In this study the theory of a leader is a person who has a position in moving a goal, and cooperates with his subordinates / teachers, so that it can be conveyed to his educators in realizing their respective dreams, because the leader is a reflection of his subordinates to be able to carry out activities that has been given by him, so it can run properly. The leader is a person who has skills and strengths, especially strength skills in one area, so he is able to influence other people to jointly carry out certain activities, in order to achieve one or several goals.

Before proceeding further about the leader, we must know in advance about the behavior of leaders in carrying out their duties. The first behavior of a leader is that there must be attention to humans so that the orderly relationship between each other, the characteristics of the leadership include the following:

- a. Be honest in paying attention to the needs of the followers
- b. Really want to improve their condition
- c. Want to hear their proposals and notes
- d. Provide personal assistance to them
- e. Support their interests and ambitions
- f. Treat them as friends
- g. Behave politely and fairly
- h. Pay attention to the condition of their family
- i. Provide an explanation when there is a problem or disaster
- j. Participate in decision making

The second behavior of a leader is attention to work, the leader must also concentrate on achieving and carrying out work in a professional and timely manner.

Characteristics for leaders towards their work include the following:

- a. Define assignments carefully
- b. Determine what is requested, what is obtained and what is prohibited (procedures and regulations)
- c. Provide clear division of tasks
- d. Firm in applying everything
- e. Encourage people to achieve high levels of performance.

Some people use this behavior continuously, but some leaders (leaders) use it at low times and times of crisis.<sup>3</sup>

### 2.2 The Character of the Leader

The effective character are the traits that can elevate a leader and make him superior to others. Because effectiveness is a noble behavior, good behavior, noble character and high ethics

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<sup>3</sup> Thariq Muhammad As-Suwai dan Faishal Umar Basyarahil, *Pemimpin Terhebat*, (Surabaya: Pustaka Yasir, 2009), p. 127.

that are always missed by the hearts of their subordinates and are expected to be achieved by their followers. Five effective leadership traits: Guiding vision, Guiding Balance, Balance, Skill interact with humans, Stubborn, Know the personnel.<sup>4</sup>

In Islam there are several conditions that must be fulfilled by a leader, including the following:

- a. A leader has the knowledge that makes him able to do *ijtihad* to deal with events that arise and to make constructive legal policies.
- b. The five senses are complete and healthy, so that he understands precisely and precisely what is captured by his senses.
- c. There is no shortage of limbs which prevent it from moving quickly.
- d. A balance that meets all criteria
- e. A good vision of thought so that it can create policies for the importance of the people and bring benefit to them
- f. He has the courage and nature to protect the people who made him defend his people and fight the enemy.
- g. He has a *nasab* from the *qurasy* tribe.<sup>5</sup>

### 2.3 Implications of Leadership for Islamic Boarding School

In principle, every management of a community education institution has a unique type of leader and leadership, for example in the reform era, leadership is needed that is able to empower Islamic Boarding School communities without compromising the characteristics or credibility of Islamic Boarding School caregivers. In Islamic Boarding School leadership is carried out in policy groups that involve a number of parties, within the program team, in the organization of teachers, parents and students (religious teacher, guardians of students and students). This kind of leadership is a supporting factor for daily activities in the boarding school environment. Listening to the above thoughts, we can find an understanding of leadership as a whole that is related to the empowerment of Islamic boarding schools. Therefore, understanding of leadership in an Islamic Boarding School setting needs to be sought by us to find the right conceptual framework in order to preserve and create innovations in the Islamic Boarding School system.<sup>6</sup>

### 2.4 Islamic Boarding School Leadership

#### a. Characteristics of Educational Leader

There are several qualities that must be present in every leader: High sense of responsibility, Attention to completing assigned tasks, Dare to take risks with all problems that come up, Professional, confident, skilled in controlling stress, able to influence and able to coordinate the efforts of others in order to achieve the goals of the institution.

All of these qualities can give an idea or a portrait of a successful educational leader and should be considered for transfer to the Islamic Boarding School world. Serving as an educational institution, an Islamic Boarding School wants to focus its programs and activities on providing education and teaching and learning services in order to prepare quality student

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<sup>4</sup> Thariq Muhammad As-SuwaidanFaishal Umar Basyarahil..., p. 136.

<sup>5</sup> Al-Mawardi, *Imam Hukum Tata Negara dan Kepemimpinan Dalam Takaran Islam*, Abdul Hayyie, Al-Kattani dan Kamaludij Nurdin, (Jakarta: Gema Insani Press, 2000), p. 15.

<sup>6</sup> Syukur Kholil, Iskandar Zulkarnain, Saiful Bahri, The Existence of Public Relation in Constructing Image in Dayah MUDI MESRA Samalanga Bireuen, Aceh, Indonesia, IOSR Journal of Humanities and Social Science (IOSR-JHSS), Volume 3, Issue 1 (Version V), January 2018, p. 8.

(<http://www.iosrjournals.org/iosr-jhss/papers/Vol.%2023%20Issue1/Version-5/A2301050110.pdf>).

graduates. This is where Islamic Boarding School education leaders are expected to become inspirational for the creation of a dynamic learning community.

In the context of Islamic Boarding School education, a conducive learning climate must be supported by the performance of clerics, religious teachers, students and guardians of students in synergy according to their respective capacities and capabilities. The realization of such a climate clearly requires the performance of Islamic Boarding School caregivers in such a way that they can develop educational leadership and approaches that stimulate the motivation of teachers and students to work seriously: students learn and teachers teach.<sup>7</sup>

b. Community of Teachers or Ustadz and Ustadzah

There are several approaches to improving teacher quality that may be appropriate to be developed in Islamic Boarding School to meet these needs. Among them through teacher restructuring, increasing the increase in teaching needs and teaching skills, as well as teacher training management.

What is meant by the restructuring of Islamic Boarding School teachers is the empowerment of teachers according to the needs of the institution to be able to be responsible for implementing the Islamic Boarding School's vision, mission and goals effectively. In the world of Islamic Boarding School this function can be done flexibly, where to improve the function of Islamic Boarding School education services, Islamic Boarding School caregivers do not have to make strict specializations in assigning tasks to teachers or other staff.

## 2.5 Purpose of Islamic Boarding School Education

The objectives established are basically divided into two things, namely general goals and special goals. The specific objective is to prepare students to become pious people in religious knowledge taught by the Kyai concerned and practice it in society. While the general goal is to guide students to become human beings with Islamic personalities who are capable of religious knowledge to become Islamic missionaries in the surrounding community through knowledge and practice.<sup>8</sup>

From the two statements above, it can be seen that the purpose of Islamic Boarding School education is to educate young Muslims with education so that later they become pious and pious children in the sense of carrying out their knowledge and can become rich (wealth and heart) so they are not greedy.

## 2.6 Characteristics of Islamic Boarding School Education

A description of the characteristics of Islamic Boarding School education will be explained as follows:

- a. There is a close or close relationship between the students and their Kyai, the Kyai is very concerned about their students.
- b. Compliance of students to Kyai.
- c. Thrifty and simple life is truly realized in Islamic Boarding School environment.
- d. Independence is felt in Islamic Boarding School, the students wash their own clothes, clean the bedroom and cook themselves.
- e. The spirit of helping and fraternity really colors the Islamic Boarding School's association.
- f. Discipline is highly recommended, to maintain this discipline Islamic Boarding School usually provide educative sanctions.

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<sup>7</sup> M. Sulthon Masyhud dan Moh. Khusnurdilo, *Manajemen Pondok Pesantren...*, p. 32.

<sup>8</sup> M. Sulthon Masyhud dan Moh. Khusnurdilo, *Manajemen Pondok Pesantren...*, p. 19.

- g. Concern for achieving a noble goal and
- h. Granting a diploma.<sup>9</sup>

From the characteristics above, it can describe Islamic Boarding School education in its pure (traditional) form. As for the appearance of Islamic Boarding School education which is now more diverse is a result of the dynamics and progress of the times that has led to continuous change, so that the institute carries out various adoptions and adaptations in such a way.

## 2.7 Theory about the Yellow Book

### a. The Definition of Yellow Book

Learning the yellow book especially in Aceh must be developed by the leadership of the Islamic Boarding School which aims to increase and arouse the interest of the students in the field of reading the yellow book. Islamic Boarding School leadership should have demanded that the students be more active and have strong potential in understanding the learning of the yellow book so that a brighter and beneficial life would be created for the community and the creation of a cadre of scholars. Therefore in the future it is expected that learning the yellow book is a major need in education and life and can defeat the originators of religion who are experts in addition to the sunnah waljamaah.

### b. Characteristics of the Yellow Book

The characteristics of the yellow book revealed by Mujamil are:

- 1) Compilation of the larger becomes more detailed such as the book, baboon, fashlun, furu` and so on.
- 2) Do not use the usual punctuation, do not use periods, commas, exclamation marks, question marks and so forth.
- 3) Always use certain terms and formulas such as to express a strong opinion, namely by using the terms Al-Madzhab, As-Salih, Al-Ajab, Al-Rajih and so on, to state the agreement between the scholars in some schools used the term ijmak, while to state the agreement between ulema in one school, the term ittifaaqan is used.

While the characteristics inherent in Islamic boarding school are curriculum contents that are focused on religious sciences, such as interpretation, hadith, nahwu, sharaf, monotheism, Sufism and so forth.<sup>10</sup>

From the above explanation can produce the following characteristics:

- 1) Books that use Arabic
- 2) Do not use signs (punctuation or lines), do not even use periods, commas.
- 3) Contains science that is quite good and weighty.
- 4) The method of writing is considered ancient and complete with sharia sciences'.
- 5) Must be studied and studied in boarding schools.
- 6) Many of them have yellow paper.<sup>11</sup>

According to technological developments, these characteristics will experience changes such as the yellow book being printed recently, that is, many have used white paper that is commonly used in the printing world, even now many yellow book prints use reading marks or lines that can be make it easier for students to read it.

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<sup>9</sup> M. Sulthon Masyhud dan Moh. Khusnurdilo, *Manajemen Pondok ...*, pp. 93-94.

<sup>10</sup> Muhaimin, *Pemikiran Pendidikan Islam*, (Bandung: Trigenda Karya, 1993), p. 300.

<sup>11</sup> Masdar F. Mas'udi, *Pengulatan Pesantren*, (Jakarta: P3M, 1990), p. 56.

c. Supporting and Inhibiting Factors in Learning the Yellow Book.

Achievement of learning, there are several supporting and inhibiting factors in learning the yellow book, while those factors include the methods, materials, facilities and infrastructure, students and religious teachers in learning the yellow book.

### III. Research Method

#### 3.1 Type of Research

In this paper the type of research is qualitative. According to Bogdan and Taylor (1975: 5) qualitative method as a research procedure that produces descriptive data in the form of words written or spoken from people and behaviors that can be observed. However, this research also uses a quantitative approach to support and supplement data by using a single tabulation that is making tables in accordance with the analysis required (Irawan Soehartono, 1995: 91).

#### 3.2 Research Focus

The focus in this research are the following:

- a. Describe the steps taken by the leader of the Islamic Boarding School Raudhatun Hasanah Namploh Manyang in increasing the potential of students reading the yellow book (Arabic book).
- b. Analyze the supporting factors and obstacles in learning the Yellow Book (Arabic book) Islamic boarding school of Raudhatun Hasanah Namploh Manyang samalanga Bireuen Aceh.

#### 3.3 Types and Data Sources

The sources of this research are:

##### a. Primary Data

Primary data from this study are data that can be directly obtained through research informants in the form of key informants namely alumni who have been in boarding schools and also from interviews with the leader of the Islamic boarding school and the teacher/ustazd council as many as 7 people.

##### b. Secondary Data

Secondary data in this study are books, journals, dictionaries and several other writings that support this research and written information about the efforts of Islamic Boarding School leaders to increase the potential of students reading Arabic in Islamic boarding school of Raudhatun Hasanah Namploh Manyang samalanga Bireuen Aceh.

#### 3.4 Technique of Data Analysis

Data analysis techniques in this study use interactive analysis models, Miles and Huberman. In this analysis model there are three components of analysis that must be considered<sup>12</sup> namely:

##### a. Data Reduction

The data obtained in the field is quite a lot, therefore it needs to be recorded carefully and in detail, and it is necessary to immediately analyze the data through data reduction. Reducing data means summarizing, choosing the main points, focusing on the things that are important to find themes and patterns.

##### b. Data Display (data presentation)

In qualitative research, data presentation is usually done in the form of short descriptions, charts, relationships between categories, flowcharts, and the like. By displaying the

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<sup>12</sup> Sugyono, *Metode Penelitian Pendidikan*, (Bandung: Alfabeta, 2009), p. 92.

data, it will be easier for researchers to understand what is happening, plan further work based on what has been understood by researchers.

c. Conclusions and verification

Namely the initial conclusions put forward are still temporary, and will change if not found strong evidence that supports the next stage of data collection.

## IV. Discussion

### 4.1 Research Result

a. Steps taken by the leader of Islamic boarding school of Raudhatun Hasanah Namploh Manyang to improve the potential of students in reading the yellow book

In the teaching and learning process required to a method or method, so also in the process of learning the yellow book also needed to several methods. Whether or not the learning process is achieved is based on the method used, therefore it is also necessary to have varied teaching methods or techniques in order to make the teacher fluent in the teaching and learning process, so that effective learning will be created. Yellow / Arabic book learning also has certain principles for the continuation of the learning process itself. Using a method is an obligation that cannot be avoided by the teacher council, because the learning process of the book is achieved based on a method that is organized and delivered.

As we already know that to achieve a goal in the process of learning the yellow book is needed to the right method and in accordance with the place. Based on the results of interviews of the author with the leader of Islamic boarding school of Raudhatun Hasanah Namploh Manyang Samalanga Bireuen Aceh revealed that the steps taken / carried out by the leadership in increasing the potential of students in reading the book is to use a number of methods even the leadership always emphasizes to each council of teachers to guide students and direct students to better ones. The method used by the teacher council in the book learning process is the lecture method, assignments and readings, and the training method.

So in this case the following author will discuss a number of methods implemented in the Islamic boarding school of Raudhatun Hasanah Namploh Manyang Samalanga Bireuen Aceh in terms of increasing students in reading yellow / Arabic books.

1) Lecture method

The lecture method is a way of conveying or presenting information by speaking verbally by the teacher to students with the aim so that later they really understand the material presented and also students can listen to what is conveyed by the teacher by telling stories and explaining the main subjects which is learned to students.

2) Assignment and reading methods (Recitation)

The method of giving assignments and readings is a method that teaches students to link learning that is being learned with things in the surrounding environment with the aim of students can change the mindset to make it easier to understand the lessons learned and even more active in the learning process improve student learning outcomes become more effective.

3) Training method

The training method is a way for teachers to instill good habits and practice it again about what they have learned, with the aim of using this method they can master the skills they have done in the learning room so that later they can implement it outside or the environment around them and also this method has brought the students to their respective goals and successes and has changed them for the better.



b. Factors that support and hinder the leader of the Islamic boarding school of Raudhatun Hasanah Namploh Manyang in increasing the potential of students reading the yellow book

Islamic religious education is the most important thing in daily life because Islamic education is something that is needed by every human being, his role is very supportive in shaping every person's personality in achieving success and happiness in the world and the hereafter because of the application of methods that have been determined in the book learning is the right method and suitable to be used by the board of teachers.

The task of the leadership in addition to providing students is certainly having to develop the best possible council of teachers to be able to foster students in order to realize the learning process, and produce more effective learning outcomes. So in implementing some of these methods required for the readiness and workforce of the teacher council so that the learning process can run properly, with that also the council of teachers is required to be more serious in educating students and have a greater sense of responsibility, both in one program activity or other activities, in implementing the method is inseparable from a variety of factors, there are supporting and inhibiting factors in carrying out the teaching and learning process in achieving maximum and appropriate learning.

Based on the results of the author's interview with the leadership and board of teachers Dayah Raudhatun Hasanah Namploh Manyang in applying methods of teaching and learning process with the aim of students being able to understand the yellow/Arabic book. Based on this, the supporting factors in the application of these methods have the potential for students to understand the yellow/Arabic book that teachers are easier to convey and provide explanations taught, and students are more active and creative in thinking so as to improve targeted learning outcomes. While the inhibiting factors of leaders of Islamic boarding schools/Islamic boarding schools in increasing the potential of students to understand the yellow/Arabic book are teachers and students not too compact, and teachers are not comfortable controlling students in learning so that learning outcomes do not run smoothly, even teachers are also overwhelmed in overcoming matters -that matter. And also the tasks given are sometimes completed by others, and imitate the work of other students without wanting to work on their own because without the supervision of the teacher. And the inhibition of talent in students and the practice that is done repeatedly can also lead to boredom in carrying out it.

#### **IV. Conclusion**

Based on the results of research and discussion that has been done by the researchers about the efforts of Islamic boarding school leaders to improve the potential of students in reading Arabic book at Islamic Boarding School of Raudhatun Hasanah Namploh Manyang, then what the authors have gathered can be concluded as follows:

1. Conduct a deal between the leader and the teacher in applying several methods, while the methods applied and implemented in book learning are the lecture method, assignment and reading, and the training method. With this it can find out about active creative, effective and pleasant atmosphere when the learning process occurs.
2. Supporting factors from the implementation of lecture methods, assignments and readings, and training methods are the teacher is more satisfied in controlling, and giving direction to students in teaching and learning. The inhibiting factor is the lack of enthusiasm in learning students, and less creative in forming ideas, and the lack of cohesiveness between teachers and students.

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