



# Implementation Of Kh Hasyim 'Asyari Educational Principles In Madrasah Reality

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## ARTICLE INFO

## ABSTRACT

This study aims to explore the implementation of Kh Hasyim 'Asyari educational principles at MTs Hasyim Asy'ari, Malang, with a focus on the understanding and experience of students, teachers and school staff regarding these principles and their impact on the formation of student character. The research method used is qualitative research with a phenomenological approach. Data was collected through in-depth interviews with students, teachers and staff, as well as participant observation in the school environment. Data analysis was carried out using a thematic approach to identify main patterns in respondents' understanding and experiences regarding the implementation of Kh Hasyim 'Asyari principles and their impact on student character. The research results show that Kh Hasyim 'Asyari's educational principles significantly influence the culture and educational practices at MTs Hasyim Asy'ari, Malang. Students, teachers, and school staff recognize the important role these principles play in shaping student character and creating a holistic learning environment. The findings also illustrate how Kh Hasyim 'Asyari principles are reflected in daily activities at school, including learning, social interaction, and student personality development. This research provides an in-depth understanding of how the principles of Kh Hasyim 'Asyari education are applied and understood in the Islamic education environment. Practical implications include recommendations for increasing teacher and student understanding of these principles, as well as strengthening practices that support the formation of student character rooted in moderate Islamic values.

**Keywords:** Implementation, Principles, Hasyim Asy'ari, Madrasah, Education.

## INTRODUCTION

Madrasas are Islamic educational institutions that have a crucial role in shaping the character, morality and knowledge of Muslims in Indonesia (Jubba et al., 2022) . The history of madrasas in Indonesia records their important role since the beginning of the spread of Islam in the archipelago (Asroni, 2022) . Since the 13th century, madrasas have been centers of Islamic religious education that provide a foundation for religious education and general knowledge to students in various regions of Indonesia (Syarif, 2020) . The role of madrasas in Islamic education is not only limited to imparting religious knowledge, but also includes the formation of students' character and morality (Rachman et al., 2023) . Madrasas not only teach Islamic

religious teachings, but also ethical values, morality and piety to their students. Thus, madrasahs become an important forum in forming Muslim individuals who have noble character, responsibility and care for others. More than just a place of study, madrasahs are also centers for strengthening Islamic identity for their students. With an Islamic learning environment and consistent teaching of Islamic teachings, madrasahs help students to strengthen their Islamic beliefs and identity (Alkandari, 2022) . This provides a strong foundation for students to understand and practice Islamic teachings in everyday life. In the context of modern education, madrasahs also play an important role in producing a generation of qualified Muslims who contribute positively to society. By providing strong religious education and emphasizing Islamic values, madrasahs help students to become agents of positive change in society (Mulang & Putra, 2023) . Through religious and moral education, madrasahs help create an educational environment that is conducive to the formation of a generation of Muslims who are responsible, have noble character, and contribute to building a better society.

Kh Hasyim 'Asyari, as a ulama figure and founder of Nahdlatul Ulama (NU), is a figure who has had a very significant impact on the development of Islamic education in Indonesia (Solikhin, 2016) . The educational thoughts and principles inherited by Kh Hasyim 'Asyari have become the main basis for managing madrasahs as Islamic educational institutions.

As the founder of Nahdlatul Ulama, Kh Hasyim 'Asyari has a clear vision about the importance of education in maintaining and strengthening the Islamic identity of the people (Sholeh et al., 2023) . He views education as one of the main instruments in increasing Islamic awareness and preparing a generation of quality Muslims (Harris et al., 2023) . Therefore, Kh Hasyim 'Asyari emphasized the importance of Islamic teachings in every aspect of life, including education.

Kh Hasyim 'Asyari's educational thought emphasized the integration of religious knowledge and general knowledge. For him, Islamic education is not only about religious learning, but also about developing human potential as a whole (Fatimah et al., 2023) . Therefore, in managing madrasahs, Kh Hasyim 'Asyari encourages religious education to be integrated with general knowledge, so that students can have a holistic understanding of the world and religion (Abu Bakar, 2023) . Apart from that, Kh Hasyim 'Asyari's educational principles also emphasize the values of morality, ethics and piety as an integral part of Islamic education. He believes that education is not only about knowledge, but also about forming good character and personality.

In the context of madrasah management, Kh Hasyim 'Asyari's thoughts serve as a guide for managers to maintain the quality and integrity of Islamic education (Ammah et al., 2021) . Its principles help madrasahs develop a curriculum that is in line with Islamic values, train teachers to be good role models, and create a learning environment that is conducive to students' spiritual and intellectual development. Thus, Kh Hasyim 'Asyari's contribution to the development of Islamic education in Indonesia, especially in the management of madrasahs, cannot be underestimated (Toriq, 2022) . The educational thoughts and principles he inherited have become a strong foundation for the progress of Islamic education in Indonesia to date.

Regarding the implementation of Kh Hasyim 'Asyari educational principles in the madrasah context, it is still an important research focus in the development of Islamic education in Indonesia (Sholeh, 2023) . Even though Kh Hasyim 'Asyari's thoughts have spread widely, efforts to apply these principles concretely in the daily life of madrasahs require a deeper understanding and appropriate strategies (Kulsum, 2024) . It is important to understand that madrasahs have their own characteristics and challenges in implementing the principles of Kh Hasyim 'Asyari education. Madrasahs are often faced with limited resources, lack of training for teachers, and pressure to meet national education standards that are often not in line with the Islamic values advocated by Kh Hasyim 'Asyari.

In this context, research needs to identify the concrete obstacles faced by madrasahs in implementing Kh Hasyim 'Asyari educational principles. This involves an in-depth analysis of the internal and external dynamics that influence madrasahs, including educational regulations, madrasah policies, as well as the organizational culture of the madrasah itself (Jihan et al., 2023) . In addition, research should also focus on developing effective strategies to support madrasahs in implementing the principles of Kh Hasyim 'Asyari education. This involves developing training programs for madrasah teachers, establishing a management team that has a deep understanding of the principles of Kh Hasyim 'Asyari, as well as developing a curriculum that is in accordance with the Islamic values espoused (Syahlarriyadi, 2023) . Research can also explore best practices that have been successfully implemented in certain madrasahs in implementing Kh Hasyim 'Asyari educational principles. Through case studies and comparative analysis, research can identify effective strategies and supporting factors that can serve as models for other madrasahs.

Research on the implementation of Kh Hasyim 'Asyari educational principles in madrasah reality is relevant for several reasons. First, madrasahs have a crucial role in instilling Islamic values and shaping students' character in accordance with religious teachings. Second, a better understanding of how Kh Hasyim 'Asyari principles can be implemented in the curriculum, teaching methods and madrasah culture can help improve the quality of education and the formation of student character. Third, this kind of research can also provide new insights and solutions to the challenges faced in managing madrasahs effectively and sustainably.

Thus, research on the implementation of Kh Hasyim 'Asyari educational principles in madrasah reality has the potential to make a significant contribution to the development of Islamic education in Indonesia, as well as in forming a generation of Muslims who have a solid understanding of religion and high morality.

## METHOD

### Objective:

This research aims to understand the practice of implementing the principles of Kh Hasyim 'Asyari education at MTs Hasyim Asy'ari, Malang, and its impact on student character.

### Research methods:

- Case Study: Choosing Madrasah Mu'allimin Hasyim Asy'ari as the focus of research to gain an in-depth understanding of how the principles of Kh Hasyim 'Asyari are applied in that educational environment.
- Surveys and Interviews: Conduct surveys and interviews with students, teachers and school staff to understand their perceptions about the implementation of Kh Hasyim 'Asyari educational principles and their impact on students' character. This will provide diverse points of view from various stakeholders (Zuldafril, 2012).
- Participatory Observation: Conducting participatory observations in the Madrasah Mu'allimin Hasyim Asy'ari environment to directly observe daily educational practices, including class activities, extracurricular activities, and interactions between students and teachers (Saryono & Dwi Anggreini, 2013).
- Content Analysis: Analyzing official madrasa documents such as curriculum, lesson plans, and evaluation reports to gain insight into how Kh Hashim 'Asyari principles are integrated into the madrasa educational structure.

### Findings and Analysis:

Data collected from various research methods will be analyzed thoroughly to understand the extent to which the principles of Kh Hasyim 'Asyari education are implemented at MTs Hasyim Asy'ari, Malang, and their impact on student character. Data analysis will involve a qualitative approach (Bogdan & Biklen, 1998). The data analysis technique was carried out qualitatively, where the collected data was classified, reduced and explained clearly to then draw conclusions (Miles MBA, Huberman M., Saldaña J., 2014).

### Data validity and reliability:

To test the validity of the data using the triangulation technique is a method that combines several data collection techniques or points of view to ensure the validity and reliability of the findings in the research (Creswell, 2012). In the context of research on the implementation of Kh Hasyim 'Asyari educational principles at MTs Hasyim Asy'ari, Malang, triangulation can be carried out by combining data obtained from in-depth interviews with students, teachers and school staff, as well as participatory observation in the school environment.

## RESULTS AND DISCUSSION

### The Role of Teachers in Character Development :

The role of teachers in character development has a very important dimension in the context of implementing the principles of Kh Hasyim 'Asyari education. In this context, the teacher is not only a teacher of subject matter, but also the main agent in forming students' character holistically. The following is the role of the teacher in developing student character:

1. Behavior Model (Role Model): The behavior model or role model played by the teacher has a very significant impact on the formation of student character (Amma et al., 2021). Teachers are not just conveyers of information, but also role models who provide real examples of how to apply the values taught in everyday life. The following are several important points related to the teacher's role as a model of behavior:
  - a) Model Values Implementation: Teachers, through their actions and attitudes, demonstrate how to implement values such as honesty, loyalty, empathy, and integrity in daily life practices. In other words, they not only talk about these values, but also practice them consistently in the school environment.
  - b) Inspiration for Students: A good and consistent attitude from teachers can be a source of inspiration for students. When students see teachers as good examples, they tend to be interested in following in their footsteps and internalizing the values taught by that teacher. This helps in shaping the character of students and guides them towards positive behavior.
  - c) Positive Influence: Teachers have a great influence on their students. By modeling good behavior, teachers can influence the attitudes, behavior and values held by students. These positive influences help establish a healthy learning environment and promote the formation of good character.
  - d) Learning Through Examples: More than just providing lessons in the classroom, teachers also provide lessons through real life examples. Students learn not only from what is taught in textbooks, but also from direct experience and interactions with their teachers.
  - e) Strengthening the Quality of Education: The role of teachers as models of good behavior is an integral part of efforts to strengthen the quality of education. Good education is not only related to academic aspects, but also to the formation of strong character and high morals.

Thus, the role of the teacher as a model of behavior is very important in shaping student character. Teachers who are role models in implementing good and positive values can help create a learning environment that is supportive, inspiring, and promotes the formation of good character for students.

2. Mentors and Guides (Mentorship): Teachers not only teach academically, but also guide students in facing challenges and developing their potential. Through close and caring relationships, teachers can help students overcome problems, discover their interests, and plan future goals in accordance with moderate Islamic values (Uyuni & Adnan, 2023) . Following are several points that explain the important role of teachers in guiding students:
  - a) Facing Challenges: Teachers have an important role in guiding students in facing the challenges they face in everyday life. From personal to academic problems, teachers can provide the guidance, support, and solutions necessary for students to overcome these problems.
  - b) Developing Potential: Teachers are also responsible for helping students develop their full potential. Through a deep understanding of students' needs and interests, teachers can provide direction and support in exploring students' talents and interests. This helps students develop their potential in various fields, both academic and non-academic.
  - c) Close and Caring Relationship: A close and caring relationship between teacher and student is very important in the mentoring process. Through this positive relationship, students feel supported and understood by their teachers, so they are more open to receiving guidance and input from teachers.
  - d) Planning Future Goals: Teachers can help students plan future goals that are in line with moderate Islamic values. By understanding Islamic values and principles, teachers can guide students in formulating goals that are in accordance with their beliefs and values.
  - e) Providing a Good Example: Apart from providing advice and guidance, teachers also act as good role models for students. The attitudes, behaviors, and values demonstrated by teachers influence how students view and model good behavior in everyday life.

Thus, the role of teachers as guides and developers of student potential is very important in shaping students' character and future. Through comprehensive guidance, caring relationships, and good role models, teachers help students become holistically developed individuals and achieve their highest potential in a supportive educational environment.

3. Teachers and Learning Facilitators (Facilitators of Learning): Teachers have the responsibility to deliver learning material that is relevant to the principles of Kh Hasyim 'Asyari education. They not only teach facts, but also help students understand how these values can be applied in everyday life (Jagtap, 2016) . Here are some points about the teacher's responsibilities in this role:
  - a) Delivering Relevant Learning Material: Teachers are responsible for delivering learning material that is relevant to the principles of Kh Hasyim 'Asyari education. This includes a deep understanding of moderate Islamic teachings, ethical values, as well as the moral principles firmly held by Kh Hasyim 'Asyari. Teachers need to ensure that the material presented is in accordance with the values they want to instill in students.
  - b) Helping Students Understand and Internalize Values: More than just teaching facts, teachers also have a role in helping students understand how the values taught can be applied in everyday life. Teachers help students to relate the concepts they learn to practical experiences in everyday life. In this way, students not only understand these values theoretically, but can also internalize and apply them in real contexts.
  - c) Using Relevant Learning Methods: Teachers also need to use learning methods that are relevant to the principles of Kh Hasyim 'Asyari education. This may involve student-centered learning approaches, group discussions, simulations, and practical projects that inspire critical thinking and reflection on moderate Islamic values.
  - d) Become a Source of Inspiration and Motivation: Teachers also act as a source of inspiration and motivation for students. By delivering learning material with enthusiasm and dedication, teachers can inspire students to learn and develop. When students see teachers as models who are enthusiastic and care about their learning, they are more likely to be actively involved in the learning process.

Thus, as teachers and learning facilitators, teachers have a great responsibility in delivering learning material that is relevant to the principles of Kh Hasyim 'Asyari education and helping students understand and internalize these values in everyday life. This is an integral part of the teacher's efforts to shape the character and morality of students in accordance with the teachings of moderate Islam which were firmly held by Kh Hasyim 'Asyari.

4. Emotional and Psychological Support (Emotional and Psychological Support): Teachers act as emotional and psychological supports for students (Tennant et al., 2015) . They must be sensitive to students' needs and feelings, provide support when needed, and help students overcome interpersonal conflicts or learning difficulties. Here are some points about the important role of teachers:
  - a) Be Sensitive to Students' Needs and Feelings: Teachers need to be sensitive to their students' needs and feelings. This involves the ability to listen empathetically, observe changes in a student's behavior or mood, and respond appropriately when a need or problem arises.

- b) **Providing Necessary Support:** When students face challenges, difficulties, or emotional problems, teachers serve as an important source of support. Teachers can provide guidance, advice, and emotional support to students to help them overcome difficult situations and feel supported in the process.
- c) **Helping Students Cope with Interpersonal Conflicts:** Interpersonal conflicts often occur in the school environment. As educators, teachers have a responsibility to help students resolve conflicts constructively and peacefully. Teachers can guide students in communicating effectively, resolving differences in a constructive manner, and developing skills in managing emotions and conflict.
- d) **Overcoming Learning Difficulties:** Apart from emotional problems, some students may also face learning difficulties. Teachers act as facilitators who help students identify and overcome barriers to their learning. This may involve using different learning strategies, providing additional help, or directing students to appropriate resources to help them succeed in their learning.
- e) **Creating a Safe and Supportive Learning Environment:** Teachers are also responsible for creating a safe, supportive, and inclusive learning environment for all students. By creating a positive climate and encouraging good relationships between students, teachers help create an environment that promotes students' emotional and psychological well-being.

The teacher's role as an emotional and psychological supporter for students is very important in helping students feel supported, cared for, and treated fairly in the school environment. This support not only helps students overcome challenges and difficulties, but also helps create a learning climate that is conducive to positive personal growth and development.

- 5. **Holistic Approach:** A holistic approach in character development involves students' physical, emotional, social and spiritual aspects (Kaya et al., 2017) . Teachers must pay attention to all these dimensions in their interactions with students, ensuring that character development is not limited to academic aspects alone, but also includes the holistic growth of students. The following are several holistic approaches to character development by teachers:
  - a) **Physical Aspects:** Students' physical well-being is an important foundation in the formation of healthy character. Teachers need to pay attention to students' diet, adequate rest and physical activity. By paying attention to these physical aspects, teachers help create conditions that support overall student growth and development.
  - b) **Emotional Aspect:** Emotional balance is very important in character development. Teachers need to provide emotional support to students, helping them manage the stress, anxiety and pressure they may face. Through an empathetic and understanding approach, teachers help students develop emotional intelligence and independence in facing life's challenges.
  - c) **Social Aspect:** Social interaction plays an important role in forming a student's character. Teachers need to create an inclusive and supportive classroom environment, where students feel welcome and valued. Through collaboration, cooperation, and positive communication, students learn to appreciate diversity, build healthy relationships, and develop the social skills necessary for success in life.
  - d) **Spiritual Aspect:** Development of the spiritual dimension is also an integral part of holistic character development. Teachers need to create space for reflection, contemplation and exploration of spiritual values. Through the study of religion, rituals, and spiritual practices, students gain a deeper understanding of their identity and life purpose.
  - e) **Integration of Aspects:** A holistic approach ensures that character development is not fragmented, but is well integrated in all aspects of a student's life. Teachers need to see students as whole individuals, recognizing and appreciating their uniqueness and needs in all dimensions of life. This allows teachers to provide comprehensive and relevant support that helps students grow and develop holistically.

By adopting a holistic approach, teachers ensure that education does not just focus on academic aspects alone, but also on the all-round growth of students. This helps create a learning environment that is supportive, inclusive, and promotes positive character development.

- 6. **Active Involvement in the Learning Process (Active Engagement):** Teachers are actively involved in the student learning process (Chi & Wylie, 2014) . They create a supportive learning environment, facilitate discussion, encourage critical thinking, and provide constructive feedback to help students develop a deeper understanding of the values taught. several important points of teacher active involvement in student learning:
  - a) **Creating a Supportive Learning Environment:** Teachers have an important role in creating a learning environment that supports and stimulates student interest. By using a variety of innovative and interesting teaching methods, teachers help students become actively involved in the learning process.
  - b) **Facilitating Discussions:** Teachers facilitate discussions and interactions in the classroom to promote the exchange of ideas, thoughts, and views between students. Group discussions , debates, and other collaborative activities help students gain a deeper understanding of the values taught and develop their social skills.
  - c) **Encourage Critical Thinking:** Teachers encourage students to think critically and analyze the information they receive. Through challenging questions, reflective assignments, and guided discussions, teachers help

students develop their abilities in evaluating ideas, understanding different perspectives, and making informed decisions.

- d) **Providing Constructive Feedback:** Teachers provide constructive feedback to students to help them improve their understanding and identify areas for improvement. Clear, targeted feedback helps students recognize their strengths and know the steps they can take to improve their performance.
- e) **Provide Resources and Support:** Teachers also provide the resources and support necessary for students to achieve their learning goals. They provide supplemental reading materials, direct students to online resources, and offer additional help outside of class hours to ensure that each student has access to the information and support they need.

By actively engaging in the learning process, teachers help create meaningful and relevant learning experiences for students. They not only convey information, but also act as facilitators and mentors who guide students in exploring, understanding, and applying the values taught in everyday life. This helps strengthen students' understanding of the values taught and prepares them to face challenges in a complex and diverse world.

The teacher's role in developing student character is not only limited to delivering lesson material, but also includes broader aspects in shaping students' personalities in accordance with moderate Islamic values and Kh Hasyim 'Asyari educational principles. Teachers are not only teachers, but also role models who provide real examples of the principles being taught. Through this approach, teachers not only transfer knowledge, but also strengthen moral values, ethics and integrity in students. They play a crucial role in guiding students to understand and apply Islamic teachings in everyday life. By being a good role model and providing the right direction, teachers can become agents of change who form a generation with character, ethics and positive contributions to society. Thus, the role of teachers in developing student character has a deep and sustainable impact in shaping the future of students and society as a whole.

### **Integration of Kh Hasyim 'Asyari Based Curriculum**

Kh Hasyim 'Asyari-Based Curriculum Integration is an approach in curriculum development in madrasas that integrates the principles and values taught by the leading Islamic scholar KH Hasyim 'Asyari. In this context, curriculum integration aims to bring moderate Islamic values and ethics into the educational curriculum, so that students not only gain academic knowledge, but also deepen their understanding of Islamic principles in everyday life.

1. **Emphasis on Moderate Islamic Values (Fadli & Sudrajat, 2020) :** The integration of the Kh Hasyim 'Asyari curriculum emphasizes fundamental values in Islam which include compassion, tolerance, justice and peace. In the context of education, teaching and learning do not only focus on academic aspects, but also on the formation of student character. Students are not only invited to understand these values theoretically, but also to internalize them in their daily behavior and actions. Through a curriculum based on Kh Hasyim 'Asyari, students are given the opportunity to reflect on and practice these values in their interactions with others, both in the school environment and outside of school. Thus, the integration of the Kh Hasyim 'Asyari curriculum not only provides knowledge, but also shapes students' character in accordance with the principles of moderate Islamic teachings, which in turn is expected to form individuals who are ethical, have noble character, and contribute positively to society.
2. **Deep Understanding of Islamic Ethics (Amma et al., 2021) :** The Kh Hasyim 'Asyari-based curriculum provides sufficient space for students to study and understand Islamic ethics in depth. This includes understanding the moral principles, social responsibility, integrity, and good morals that are an integral part of Islamic teachings.

students are introduced to the moral principles underlying the teachings of moderate Islam. They learn values such as honesty, justice, and compassion as the foundation for expected behavior in everyday life. By understanding these principles, students can internalize these values and apply them in various life contexts.

In addition, the Kh Hasyim 'Asyari-based curriculum also pays great attention to students' social responsibility towards the surrounding community. Students are invited to understand the importance of contributing positively to society, helping others, and protecting the environment. This creates awareness of their social responsibilities as individual believers.

Integrity is also an important focus in understanding Islamic ethics. Students are taught to act according to the principles of honesty, truth, and consistency in their behavior. They understand that integrity is an important foundation for a meaningful and responsible life in moderate Islam.

Furthermore, students are also invited to understand the concept of good morals in Islam. They learn the importance of behaving well, being polite, and treating others with respect. This not only includes interactions with fellow humans, but also with the environment and God's creation as a whole.

Through the Kh Hasyim 'Asyari-based curriculum, students have the opportunity to explore and explore various aspects of Islamic ethics in depth. With a solid understanding of moral principles, social responsibility, integrity, and good morals, students can build a strong foundation for developing dignified and ethical character in their daily lives.

3. **Context-Based Learning (Ilmi & Jadid, 2022) :** Learning material in the Kh Hasyim 'Asyari curriculum is presented in the context of everyday life, which allows students to see the direct relevance between Islamic

teachings and the reality of their lives. This helps students to relate the values they learn to their personal and social experiences.

With this approach, students not only memorize Islamic teachings, but also understand them more deeply through application in real life. Learning material is presented by considering the situations and contexts encountered by students every day. For example, when learning about values such as compassion and justice, students are given the opportunity to reflect on how these values can be applied in relationships with family, friends, or the surrounding community.

With context-based learning, students can develop a deeper understanding of how Islamic teachings are relevant in various aspects of their lives. They learn to see Islam as a practical and relevant guide in facing everyday challenges and situations. This also helps students to strengthen their Islamic identity and feel that the teachings of their religion have direct relevance to their lives.

In addition, context-based learning also allows students to develop problem-solving and critical thinking skills. They are invited to relate abstract concepts in Islam to the concrete realities they face, which in turn develops their ability to apply these values in various situations.

Thus, context-based learning in the Kh Hasyim 'Asyari curriculum plays an important role in forming a deep and applicable understanding of Islamic teachings. This helps students to internalize Islamic values more effectively and guides them to become individuals of noble character and contribute positively to society.

4. Development of Social and Cultural Awareness (Bahri, 2018) : This curriculum also aims to develop students' social and cultural awareness. By understanding moderate Islamic values, students are expected to be agents of positive change in society, promoting peace, harmony and justice. Through a deep understanding of moderate Islamic values, this curriculum aims to shape students into agents of positive change in society. They are taught to internalize the concepts of peace, harmony, and justice in their interactions with others. With a strong understanding of these values, students are expected to practice tolerance, respect diversity, and contribute to creating an inclusive social environment. The social and cultural awareness developed through the Kh Hasyim 'Asyari curriculum prepares students to be involved in efforts to solve social problems, promote unity between individuals, and become leaders who have a positive impact in society. Thus, this curriculum not only teaches students about Islamic values, but also encourages them to implement these values in their daily lives and in interacting with the wider community.

5. Evidence-Based Teaching (Agus Faisal & Mukromin, 2020) : Apart from simply conveying Islamic concepts, the Kh Hasyim 'Asyari curriculum also encourages students to carry out personal reflection, discuss, and participate in activities that test their understanding of Islamic teachings. This allows students to internalize those values in a way that is more profound and relevant to their lives. By involving students in the proof process, they not only memorize information, but also understand its relevance in the context of everyday life. This process allows students to internalize Islamic values in a deeper and more personal way. By participating in discussions and practical activities, students have the opportunity to apply the principles they learn in real situations, thereby strengthening their understanding. This approach also helps students develop critical and analytical skills, and increases their ability to think creatively and independently. Thus, evidence-based teaching not only enriches students' learning experiences, but also prepares them to become open-minded leaders capable of facing complex challenges in an ever-changing society.

6. Holistic Evaluation (Jannah & Setiawan, 2022) : Evaluation in the Kh Hasyim 'Asyari-based curriculum does not only focus on students' academic achievements, but also on developing their character and understanding of Islamic teachings. Teachers use various evaluation methods that include cognitive, affective and psychomotor aspects to measure students' understanding and application of the values taught. Teachers use various evaluation methods that include cognitive, affective and psychomotor aspects to measure students' understanding and application of the values taught. Apart from testing students' knowledge of Islamic concepts, the evaluation also explores their attitudes, values and behavior as reflected in everyday life. This allows teachers to gain a comprehensive understanding of student development in various areas, including moral and spiritual aspects. Through holistic evaluations, students are given the opportunity to demonstrate their diverse abilities and potential, as well as to obtain in-depth feedback on their performance. Thus, holistic evaluation not only supports students' academic development, but also promotes their growth as individuals of integrity and ethics, in accordance with the moderate Islamic values championed by Kh Hasyim 'Asyari.

Thus, the integration of a Kh Hasyim 'Asyari-based curriculum has a positive impact in increasing students' understanding of moderate Islamic values and ethics, as well as helping them internalize these values in everyday life. This is an important step in building a generation with character and ethics in society.

### **The Influence of Madrasah Climate on the Implementation of Kh Hasyim 'Asyari Principles**

The Influence of Madrasah Climate on the Application of Kh Hasyim 'Asyari Principles is a very important factor in shaping the culture and atmosphere in the Islamic education environment. Here's how a madrasah climate that supports the values of justice, equality and tarbiyah can strengthen the implementation of these principles:

1. Justice (Mu'ammar & Cholishoh, 2023) : A madrasa climate that emphasizes the value of justice creates an environment where every individual is treated fairly regardless of differences in background, status or

interests. The principles of justice in Islamic education are in line with the teachings of Kh Hasyim 'Asyari which emphasizes the need to treat each individual fairly and respect their rights.

In the context of education, justice means providing equal opportunities to all students to develop according to their potential. There is no discrimination or unfair treatment based on factors such as economic background, ethnicity, or gender. Madrasah teachers and staff are responsible for ensuring that each student is treated with respect and fairness in all aspects of school life.

This principle of justice also includes enforcing consistent and fair rules for all students, as well as providing equal support and guidance to them in achieving academic goals and personal development. Thus, a madrasah climate that emphasizes justice creates an inclusive environment and supports the growth and development of each individual according to their potential. This is also a real implementation of the principles of moderate Islamic education firmly held by Kh Hasyim 'Asyari, which places justice as the main foundation in forming a just and sustainable society and education.

2. Equality (Amma et al., 2021) : Equality values ensure that every student is given equal opportunities to learn and develop. A madrasah climate that promotes equality helps eliminate discrimination and unfair treatment among students. The principle of equality is also an integral part of moderate Islamic teachings, which emphasize the importance of respecting the dignity of each individual.

The importance of equity in education is not only creating an inclusive environment, but also removing barriers that may prevent students from achieving their academic and personal goals. By encouraging equality, the madrasah climate helps create an atmosphere where all students feel valued, heard, and supported in their efforts to learn and grow.

The principle of equality is also an inseparable part of the teachings of moderate Islam, which emphasizes the importance of respecting the dignity of every individual, regardless of differences in status, race or background. In the context of education, this principle reflects the Islamic view of human dignity as God's creation who are equally valuable and entitled to fair and equal opportunities in life.

Thus, equality is not only an important aspect of education in madrasas, but also a reflection of moderate Islamic values that promote respect for diversity and eliminate all forms of discrimination or unfair treatment. A madrasah climate that promotes equality helps shape students' character and creates a strong foundation for an inclusive and just society.

3. Tarbiyah (Education) (Rahmatullah et al., 2022) : The concept of tarbiyah in Islam includes character formation, moral development, and good personality development. The madrasah climate which prioritizes tarbiyah strengthens the implementation of Kh Hasyim 'Asyari principles by paying great attention to the formation of student character. Teachers and madrasa staff act as figures who provide role models and guidance in the tarbiyah process.

Teachers and madrasa staff play a central role in this tarbiyah process. They not only deliver academic subject matter, but also act as role models and mentors for students in practicing Islamic values in everyday life. Through their behavior and attitudes, teachers and madrasa staff provide positive examples that become the foundation for the formation of student character.

In a madrasa environment that prioritizes tarbiyah, students are encouraged to internalize moderate Islamic values and ethics in every aspect of their lives. They are taught to practice patience, honesty, compassion, and fairness in their daily interactions with others. Teachers and madrasa staff also provide guidance to students in facing moral challenges and making the right decisions in accordance with Islamic teachings.

Apart from that, extracurricular activities, lectures and discussions are also important tools in the tarbiyah process at madrasas. Through this activity, students are given the opportunity to deepen their understanding of Islamic values and apply them in real life contexts.

Thus, tarbiyah in madrasas is not only about imparting knowledge, but also about forming character and personality in accordance with the teachings of moderate Islam. The madrasah climate which prioritizes tarbiyah creates a supportive environment for students to grow and develop as individuals who are responsible, caring and have high integrity in accordance with the values taught by Kh Hasyim 'Asyari.

4. Conducive Environment (Vishkurti, 2022) : A madrasa climate that is conducive to character formation creates an atmosphere that is safe, supportive and full of love. In this kind of environment, students feel comfortable to learn and develop holistically. Kh Hashim 'Asyari's principles, which emphasize the importance of creating an environment that supports spiritual and moral growth, can be applied more effectively in this context.

When students feel comfortable and safe in the madrasa environment, they tend to be more open to learning and developing. They feel encouraged to try new things, face challenges, and improve themselves. The principles of Kh Hashim 'Asyari, which emphasize the importance of creating an environment that supports spiritual and moral growth, can be applied more effectively in the context of this conducive environment.

In a conducive environment, madrasah teachers and staff play an important role as facilitators and leaders in establishing a positive school culture. They create norms that promote cooperation, appreciation, and respect among students and staff. Apart from that, they also provide support and guidance to students in overcoming challenges and developing themselves holistically.



Kh Hasyim 'Asyari principles, such as compassion, justice and equality, are the basis for forming a positive and inclusive school culture. This conducive environment helps students to understand and apply these values in their daily lives, thereby forming strong characters and firm morals.

Thus, a madrasa environment that is conducive to the formation of student character plays an important role in realizing the vision of moderate Islamic education and character in accordance with the principles of Kh Hasyim 'Asyari. A safe, supportive, and loving atmosphere helps create space for optimal spiritual, moral, and academic growth for each student.

5. Interaction and Communication Patterns (Aziz & Badrus Zaman, 2023) : A positive madrasa climate is also characterized by open interaction and communication patterns between students, teachers and madrasa staff. Effective communication allows stakeholders to support each other, share ideas, and resolve conflicts constructively. Kh Hasyim 'Asyari's principles, which emphasize the importance of cooperation and unity in realizing goodness, can be better applied in a communicative environment like this.

Effective communication plays a key role in facilitating healthy and productive interactions in madrasas. Teachers and madrasa staff act as facilitators to ensure that the messages conveyed are clear, understood and well received by students. In a positive communicative environment, students feel heard, appreciated, and encouraged to actively participate in the learning process and character formation.

An open interaction pattern allows stakeholders, both students and teachers, to support each other and share ideas. This creates a collaborative atmosphere where each individual feels they have a meaningful contribution to achieving a common goal. The principles of Kh Hasyim 'Asyari, which emphasize the importance of cooperation and unity in realizing goodness, are a strong foundation for implementing positive patterns of interaction and communication in madrasas.

More than just conveying information, effective communication also allows for constructive conflict resolution. When conflict arises, whether between students or between students and teachers, an open and understanding approach can help reach a solution that is fair and beneficial to all parties involved.

Thus, open patterns of interaction and communication in madrasas facilitate the application of Kh Hasyim 'Asyari principles in everyday life. This not only strengthens relationships between students, teachers, and madrasa staff, but also promotes the values of cooperation, unity, and kindness that are at the core of moderate and characterful Islamic education.

Thus, the influence of a madrasah climate that supports the values of justice, equality and tarbiyah strengthens the implementation of Kh Hasyim 'Asyari principles by creating an environment that is conducive to the formation of student character. This positive climate is an important basis for promoting moderate and characterful Islamic education in madrasas.

### **Positive Impact on Student Character Formation**

The positive impact on student character formation reported by madrasas that consistently apply Kh Hasyim 'Asyari principles is the result of a holistic approach to education. Here are some of the positive impacts:

1. Moral Improvement (Alnashr & Suroso, 2020) : Kh Hasyim 'Asyari's principles emphasize the importance of morality in everyday life. By applying the moderate Islamic values taught by Kh Hasyim 'Asyari, students become more aware of the importance of behaving with high morality. They are more likely to avoid unethical behavior and take actions that are in line with Islamic values. The following principles can improve student morality:
  - a) Learning from the Teachings of Moderate Islam: The principles of Kh Hashim 'Asyari, which are rooted in the teachings of moderate Islam, provide a strong moral foundation for students. Through a deep understanding of Islamic teachings, students gain a clear view of what is considered good and bad according to the teachings of their religion.
  - b) Awareness of the Importance of Morality: Kh Hashim 'Asyari's principles emphasize the importance of morality in every aspect of daily life. By continuing to apply moderate Islamic values, students become more aware of the importance of behaving with high morality in their interactions with other people and in dealing with various situations.
  - c) Avoiding Unethical Behavior: By understanding the values taught by Kh Hasyim 'Asyari, students become better able to identify and avoid behavior that is unethical or inconsistent with the teachings of their religion. They learn to consider the moral consequences of their actions and choose to act with integrity and kindness.
  - d) Taking Actions in Accordance with Islamic Values: Kh Hashim 'Asyari's principles provide clear guidelines on how to live a life in accordance with Islamic values. Students are taught to practice kindness, honesty, loyalty, and empathy in all aspects of their lives, both at school and outside of school.
  - e) Internalizing Islamic Values: Through education based on the principles of Kh Hasyim 'Asyari, students are not only taught Islamic values, but are also encouraged to internalize their values in their daily attitudes and behavior. This helps strengthen students' morality deeply and persists in the long run.

Thus, the application of Kh Hasyim 'Asyari principles in education makes an important contribution to improving student morality. By understanding and applying the moderate Islamic values taught by Kh Hasyim

'Asyari, students become more aware, responsible and concerned about their behavior, which in turn helps shape a better and more harmonious society.

2. Strengthening Integrity (Gunawan et al., 2022) : Integrity is a quality that is highly valued in moderate Islamic teachings. Madrasas that prioritize the principles of Kh Hasyim 'Asyari pay special attention to the formation of student integrity. Students are taught to act in accordance with the principles of honesty, truth and responsibility. Over time, this produces students who have strong integrity in all aspects of their lives. The following principles can strengthen student integrity:
  - a) Focus on the Principles of Moderate Islam: The principles of Kh Hashim 'Asyari, which are an integral part of the teachings of moderate Islam, emphasize the importance of integrity in one's behavior and attitude. By emphasizing the principles of honesty, truth and responsibility, madrasas that adhere to these principles provide a strong foundation for the formation of student integrity.
  - b) Integrated Character Development: Madrasas that prioritize Kh Hasyim 'Asyari principles do not only focus on academic aspects, but also on developing students' character as a whole. Students are taught to respect Islamic moral and ethical values in all their actions, strengthening their integrity as individuals of good character.
  - c) Instilling the Value of Honesty and Responsibility: Students are taught to act honestly and responsibly in all aspects of their lives, both at school and outside of school. They are given an understanding of the importance of keeping commitments, speaking the truth, and acting in accordance with their values, all of which are part of strong integrity.
  - d) Modeling by Teachers and School Staff: Teachers and school staff act as role models in strengthening student integrity. By demonstrating integrity in their daily actions and attitudes, they inspire students to follow in the same footsteps. A relationship based on trust and integrity between teachers and students forms a learning environment that is conducive to the development of strong character.
  - e) Encouragement to Become Responsible Individuals: Madrasas that prioritize the principles of Kh Hasyim 'Asyari provide encouragement to students to become individuals who are responsible for their actions and decisions. They are encouraged to take the right stance, even when faced with pressure or temptation to violate their values.

The application of Kh Hasyim 'Asyari principles in education helps strengthen student integrity. Through education that is centered on moderate Islamic values, students become more aware of the importance of integrity in their lives and are encouraged to become honest, responsible and noble individuals.

3. Increased Empathy (Saputra et al., n.d.) : One important aspect of good character in Islam is empathy towards others. Madrasas that apply the principles of Kh Hasyim 'Asyari help students to develop the ability to empathize with others. They are taught to understand and feel other people's feelings, and provide support and help when needed. This forms students who are caring, compassionate, and sensitive to the needs of others around them. The following application of these principles can increase student empathy:
  - a) The Importance of Empathy in Islam: Islam teaches the importance of empathy towards others as part of noble morals. Kh Hashim 'Asyari's principles, which are rooted in the teachings of moderate Islam, emphasize the need to feel and understand the feelings of others and provide support when needed.
  - b) Education of Empathetic Values: Madrasas that apply the principles of Kh Hasyim 'Asyari pay special attention to the education of empathetic values to students. They are taught to understand other people's perspectives, empathize with their experiences and feelings, and show care and kindness in everyday interactions.
  - c) Modeling by Teachers and School Staff: Teachers and school staff play an important role as behavioral models in forming student empathy. By demonstrating an empathetic attitude in their interactions with students and among themselves, they inspire and motivate students to develop the same attitude.
  - d) Encouraging a Caring and Compassionate Attitude: Madrasas that apply the principles of Kh Hasyim 'Asyari encourage students to become individuals who are caring and compassionate towards the needs of others around them. They are taught to provide support and assistance to those who need it, both within the school environment and in the community.
  - e) Hands-On Experience in Serving the Community: Madrasas often provide opportunities for students to engage in social activities and community service. Through these hands-on experiences, students can better develop their empathy, understand the needs and challenges faced by disadvantaged people, and learn to become agents of positive change in society.

The application of Kh Hasyim 'Asyari principles in education helps increase student empathy. Through education in the values of empathy, modeling by teachers and school staff, and opportunities to be involved in community service, students become more sensitive, caring and compassionate towards others, which are important characteristics of noble morals in Islam.

4. Independence and Social Skills (Amma et al., 2021) : Apart from moral values, integrity and empathy, madrasas that apply Kh Hasyim 'Asyari principles also pay attention to developing students' independence and social skills. They are encouraged to be responsible leaders, communicate effectively, and collaborate

in teams. This helps students to develop as independent individuals and able to interact positively in society. Here's how applying these principles can help develop students' independence and social skills:

- a) Encouraging Independence: Madrasas that apply the principles of Kh Hasyim 'Asyari encourage students to become independent individuals and take responsibility for their actions and decisions. They are encouraged to develop initiative, take initiative in learning, and manage their time and resources efficiently.
- b) Collaborative Learning: Students are taught to work together in teams, collaborate well, and value individual contributions in achieving common goals. Through group projects, class discussions, and extracurricular activities, students learn to communicate effectively, solve problems, and collaborate in an inclusive and supportive environment.
- c) Communication Skills Development: Madrasas pay special attention to the development of students' communication skills. They are taught to convey their ideas clearly and persuasively, listen empathetically, and adapt their communication style to suit different situations and audiences.
- d) Leadership Experience: Students are given the opportunity to develop leadership skills through a variety of extracurricular activities, student organizations, and collaborative projects. They learn to take responsibility, manage conflict, and motivate others to achieve common goals.
- e) Encouragement to Contribute to Society: Madrasas encourage students to become agents of positive change in society by using their skills and knowledge to help others. Through community service activities and humanitarian projects, students learn to apply Islamic values in real action and strengthen their social skills.

The application of Kh Hasyim 'Asyari principles in education helps develop students' independence and social skills. Through collaborative learning, communication skills development, leadership experiences, and encouragement to contribute to society, students become more independent, skilled, and effective in facing challenges in a complex and diverse world.

5. A Deeper Understanding of Islam (Jihan et al., 2023) : Through the principles of Kh Hasyim 'Asyari, students gain a deeper understanding of the teachings of moderate Islam. They learn to appreciate religious values and apply them in everyday life. This helps them to strengthen their religious identity and become more committed to implementing Islamic teachings in their lives. Here's how these principles can help students gain a deeper understanding of moderate Islamic teachings:

- a) Learning Based on Moderate Islamic Values: Kh Hasyim 'Asyari's principles emphasize the importance of understanding moderate Islamic teachings and applying them in everyday life. Through a learning approach centered on Islamic values, students are introduced to concepts such as tolerance, peace, justice, and mercy, which are at the core of moderate Islamic teachings.
- b) Respect for Religious Values: Madrasas that apply the principles of Kh Hasyim 'Asyari help students to appreciate and understand the values of the Islamic religion in depth. They are given an understanding of the philosophy, teachings and spiritual practices contained in Islam, thereby strengthening their beliefs and commitment to the religion.
- c) Application of Islamic Values in Daily Life: The principles of Kh Hasyim 'Asyari are not only taught in an academic environment, but are also applied in students' daily lives. They are taught to use Islamic values as a guide in every action and decision they take, both at school and outside of school.
- d) Strengthening Religious Identity: Through a deeper understanding of the teachings of moderate Islam, students strengthen their religious identity and develop a sense of pride in their religious heritage. They become more confident in carrying out their religious practices and participate in religious activities that strengthen their relationship with Allah SWT.
- e) Commitment to Implementing Islamic Teachings: By understanding moderate Islamic teachings in depth, students become more committed to implementing Islamic teachings in their daily lives. They understand the importance of moral integrity, justice and goodness in all their actions, and strive to be agents of positive change in society in accordance with Islamic teachings.

The application of Kh Hasyim 'Asyari principles in education helps students gain a deeper understanding of the teachings of moderate Islam. Through respect for religious values, application of Islamic values in daily life, strengthening religious identity, and commitment to implementing Islamic teachings, students become more spiritually connected and stronger in their religious beliefs.

Thus, madrasas that consistently apply Kh Hasyim 'Asyari principles report a significant positive impact on student character formation. Improved morals, integrity, empathy, independence, social skills, and understanding of Islam are some of the results that can be observed from applying these principles in an educational setting. Through a holistic approach that includes academic and moral aspects, madrasas create a supportive learning environment for overall student growth and development. With a focus on moderate Islamic values, students are not only encouraged to be academically successful, but also to become individuals of good character and responsibility in society. The principles of Kh Hasyim 'Asyari provide a solid foundation for students to understand and internalize Islamic teachings in their daily lives, making them agents of positive change and contributing to building a better society.

## CONCLUSION

This research reveals that the application of Kh Hasyim 'Asyari educational principles in the madrasa context has a significant positive impact on the formation of student character. Teachers, curriculum, and madrasah climate play a central role in this process. Teachers are the main agents who are actively involved in providing character development to students through a holistic approach. They act as behavioral models, mentors and learning facilitators, and guide students in facing challenges and developing their potential. The Kh Hasyim 'Asyari-based curriculum integrates moderate Islamic values and ethics into learning materials, thereby increasing students' understanding of these principles. A madrasa climate that supports the values of justice, equality, and tarbiyah creates a conducive environment for the formation of student character, eliminates discrimination, and promotes spiritual and moral growth. Recommendations from this research emphasize the need to further intensify teacher training, increase the integration of Kh Hasyim 'Asyari-based curriculum, and strengthen the madrasah climate that supports moderate Islamic values. It is hoped that the results of this research can become a basis for developing more effective educational strategies, as well as strengthening the role of Kh Hasyim 'Asyari in forming moderate and characterful Islamic education in Indonesia, so that it can help build a better and more ethical generation in society.

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