

Building the Image of Madrasah through Leading Programs *Takhassus*

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Abstract

The takhassus flagship program is a special program at MINU Buaran Pekalongan which is held for students who want to focus on more intensive religious studies, both learning to read the Koran, memorizing the Koran and studying basic Islamic studies. MINU Buaran Pekalongan has held a special special program. This study used a qualitative research method with a case study design. Data collection techniques using interviews, observation, and documentation. Data analysis by organizing data, describing it into units, synthesizing, compiling into patterns, choosing which ones are important and what will be learned, and making conclusions that will be told to others. This study aims to find out the implementation of the special takssus flagship program at MINU Buaran Pekalongan. The results showed that: a) the implementation of the takhassus flagship program can improve the image of the madrasah, b) the supporting factor for the implementation of the flagship takhassus program is the formation of a collaborative network of the MI NU Buaran Pekalongan curriculum development team with all teachers, the availability of competent teachers, the role of the madrasah committee and foundation administrators who are proactive in facilitating the implementation of the flagship program, c) the inhibiting factor is the readiness of students who are not yet maximal in participating in superior program learning, lack of support from parents, lack of facilities and infrastructure in support learning, d) The Ministry of Religion needs to pay attention to the needs of facilities and infrastructure in madrasahs that organize flagship programs, and the need to increase teacher professionalism through organizing workshops, seminars and workshops.

Keywords: Madrasah image, flagship program

A. Introduction

At this time, the presence of madrasahs in the midst of society with various excellent programs has an effect on increasing the level of public trust in madrasah institutions. This can be seen from the increasing trust of parents to send their children to madrasahs. Thus madrasahs are increasingly challenged to continue to improve their quality and excellence so that public trust in madrasahs does not just fade away.

Madrasah as educational institutions that are in the range of the globalization era must always innovate without stopping, if you want to continue

to gain consumer sympathy. If not, consumers will abandon madrasas, namely switching to other educational institutions that continue to innovate. If innovation is not carried out, it means that the madrasa is not serious about improving its quality. The learning process in each primary and secondary education unit must be interactive, inspiring, fun, challenging and motivating students to participate actively, and provide sufficient space for initiative, creativity and independence in accordance with the talents, interests and physical and psychological development of students. . Thus, madrasas as educational service providers must carry out educational innovations which in practice still pay attention to the interests and talents of students.

In the current information age, where consumers are bombarded with various information, especially about products and services, in large quantities through various media, such as print and electronic media, efforts to build an image are becoming increasingly difficult. In conditions of tough competition like this, the role of a strong image is increasingly important for service companies in winning the competition. The advantages that make a school different from other schools become a strong foundation for building an image. If these advantages are maintained and developed dynamically, then a positive school image will be attached to consumers. Image needs to be built to make it easier for consumers to choose products or use services according to their wishes and abilities.¹

Regarding the topic of building the image of madrasas through the Excellence Program, there have been several studies conducted by experts. Lukman Hakim (2021) in his research entitled *Manajemen Program Kelas Unggulan untuk Meningkatkan Citra Madrasah Tsanawiyah 1 kabupaten Madiun*, The results of the study show that the management of the superior class program to improve the image of madrasas at MTsN 1 Madiun Regency applies 4 management functions namely planning, organizing, implementing and evaluating.² Titi Kurniati (2021) in his research entitled *Peningkatan mutu sekolah melalui program unggulan berbasis keagamaan*, The results of the study show that improving school quality can be through excellent programs, including full day school system, education programs based on local excellence, life skills education programs, graduate quality improvement programs.³ Moh Harun Al Rosid (2022) in his research entitled *Strategi kepala madrasah dalam meningkatkan citra positif dan prestasi melalui kelas unggulan di MA Al – Amiriyyah Blokagung Banyuwangi*, the results of the study show that the strategy used by the head of the madrasa in developing a positive image at MA

¹ Jamal Ma'mur Asmani, *Manajemen Efektif Marketing Sekolah* , Hal. 208-209.

² Lukman Hakim and Iain Ponorogo, "Manajemen Program Kelas Unggulan Untuk Meningkatkan Citra Madrasah Tsanawiyah 1 Kabupaten Madiun" 2, no. 1 (2021): 1-14.

³ Article History, "Jurnal Kependidikan:" 7, no. 2 (2021): 395-407.

Al-Amiriyyah is to increase achievement both academic and non-academic.⁴ Based on the review of some of the literature above which discusses building the image of madrasas through flagship programs at MI NU Buaran Pekalongan and the difference in this study is that it emphasizes the implementation of superior special programs, supporting factors and obstacles to the implementation of superior programs in order to build the image of madrasas.

MI NU Buaran Pekalongan is one of the madrasah schools that has a strong religious basis. This makes competition competitive in the region. And is one of the Madrasahs that is quite interested in South Pekalongan District. Evidenced by the large number of public enthusiasts exceeding capacity. The number of applicants from various regions within the South Pekalongan sub-district and from outside the sub-district and even from other regions. The community's high interest in sending their children to MI NU Buaran Pekalongan is due to the positive image of the madrasa. This is done by madrasas with various efforts to improve the image of madrasas in the eyes of the public through superior programs. In order for the madrasah to be as desired by the community.

Based on this background, researchers want to analyze about improving the image of madrasas through the flagship program that runs at MI NU Buaran Pekalongan.

B. Theoretical Basis *Citra Madrasah*

Madrasa Image

In the context of national education, the position of madrasas cannot be underestimated, because around 15% of students in Indonesia study at madrasas. Even Madrasah Ibtidaiyah (MI) and Madrasah Tsanawiyah (MTs) are also placed as implementers of the compulsory education program together with SD/SLTP, while Madrasah Aliyah are equal/same as SMA/SMK.⁵

The government, especially the Ministry of Religion, has explained the meaning of madrasas, that madrasas are formal education units under the guidance of religious education that organize general and vocational education with the specifics of the Islamic religion which includes Raudhatul Athfal, Madrasah Ibtidaiyah, Madrasah Tsanawiyah, Madrasah Aliyah and Madrasah Aliyah Vocational.⁶

Image is essentially an understanding of the impression that arises because of an understanding of a reality. Kotler defines image as a set of beliefs, ideas

⁴ Moh Harun et al., "CITRA POSITIF DAN PRESTASI MELALUI KELAS UNGGULAN DI MA AL- AMIRIYYAH BLOKAGUNG BANYUWANGI" 4, no. 1 (2022): 1–18.

⁵ Agus Maimun & Agus Zaenul Fitri, *Madrasah Unggulan : Lembaga Pendidikan Alternatif di Era Kompetitif*, (Malang: UIN MALIKI PRESS. 2010), hlm.23.

⁶ Peraturan Menteri Agama (PMA) no 90 Tahun 2013 Tentang Penyelenggaraan Pendidikan Madrasah Pasal 1

and impressions that people have towards an object, where a person's attitudes and actions towards an object are strongly influenced by that object. This gives the meaning that one's beliefs, ideas and impressions greatly influence attitudes and behavior as well as the responses that might be made.⁷

Soebagio explained, there are several benefits if an educational institution displays a positive image, including consumers will grow a high attitude of trust and be able to attract relatives if the image of the educational institution is positive..⁸

Featured Program

Superior institutions commonly known as achieving institutions or good schools as opposed to poor schools, or effective schools versus ineffective schools, or moving schools versus the promedaning schools and or core schools as opposed to schools impact.⁹

The term superior school was first introduced by former Minister of Education and Culture (Mendikbud) Wardiman Djojonegoro, to be precise one year after his appointment, namely in 1994. This superior school was born from a broad-minded vision for the future. In Wardiman's opinion, "The teaching and learning process apart from being a lading transfer of knowledge, human resources is also a workable area to be managed, namely the presence of superior schools is prepared to produce generations who have insight into excellence and high quality and not as an arena for discrimination".¹⁰

According to Zarkasyi, the flagship program is a series of steps carried out in a certain order to achieve excellence in its educational output. Excellence in the intended output includes basic qualities (thinking power, heart power, and physical power) and mastery of science, both soft (economics, politics, sociology and so on) including its application, namely technology (construction, manufacturing, communication and so on).¹¹

The takhassus flagship program is a special program at MINU Buaran Pekalongan which is held for students who want to focus on more intensive religious studies, both learning to read the Koran, memorizing the Koran and learning basic sciences of Islamic boarding schools.¹²

⁷ Philip Kotler, 2006. *B2B Brand Management*, Berlin L Springer), Hal. 26.

⁸ Soebagio Atmodiwiryo. 2000. *Manajemen Pendidikan Indonesia*. Jakarta : Ardadizya Jaya), Hal. 71.

⁹ Muhaimin, *Pemikiran dan Aktualisasi Pengembangan Pendidikan Islam*, (Jakarta : Rajawali Press, 2011), Hal 107.

¹⁰ Sinergi, Jurnal Populer Sumberdaya Manusia, Volume 1 Janurai-Maret 1998. Hal, 15.

¹¹ Ahmad Zarkasyi, "Konsep Pengembangan Program Unggulan Di Lembaga Pendidikan Islam ", Jurnal Al Makrifat 1, no. 1 (2016); 35.

¹² Wawancara dengan Nur Fathirotul Khikmah, S.Pd. Selaku Koordinator Takhassus, pada tanggal 16 November 2022 pukul 20.00 WIB.

C. Research methods

This study aims to describe the implementation of the flagship program in building the image of madrasas at MI NU Buaran, Pekalongan city. And also to analyze the supporting and inhibiting factors for the implementation of the flagship program at MI NU Buaran Pekalongan.

This study uses a qualitative method, namely a research procedure that produces descriptive data in the form of written or spoken words from people or behavior that can be observed.¹³ There are two types of data, namely primary and secondary. Primary data are data sources that directly provide data to data collectors, and secondary data are sources that do not directly provide data to data collectors. As primary sources, namely the head of the madrasa, deputy head of the madrasa, teachers, students and community leaders. Documentation by looking at the documents in the curriculum, namely in the form of special program documents, activity programs in special focus, student documents including written documents, pictures and video activities. While the type of data to be explored is data in the form of words and direct actions from key informants, namely people who know directly about the problem under study. Sources of data in the form of words obtained by researchers through interviews. The interviews conducted were open interviews, namely the informants knew the intent and purpose of the interviews that the researchers conducted. Any data obtained is immediately recorded by the researcher, then processed and then reported. In the interviews the researchers carried out with informants who according to the researchers were very relevant to the objectives of this study. Other data sources that can strengthen interview results such as documents, photos, audio. Records and videos. Data collection techniques were carried out through observation, interviews and documentation. According to Sugiyono, data collection techniques are the most important step in research, because the main purpose of research is data. Data collection includes primary sources and secondary sources. Primary sources are data sources that directly provide data to data collectors, and secondary sources are sources that do not directly provide data to data collectors. As a primary source, namely the head of the madrasa, teachers, deputy curricula, administrators of foundations or school committees. And secondary sources, namely madrasah documents in the form of curriculum guides, photos, activity videos.

After collecting data from various sources, then the data is analyzed. Data analysis with data reduction techniques, data display, and conclusions. Data analysis is the process of systematically searching for, compiling, data obtained from interviews, field notes and other materials, so that it is easy to understand and the findings can be informed to others. Data analysis is done by organizing data, describing it into units, synthesizing, compiling into patterns,

¹³ Lexy, J. Moeleong, 2000. *Metodologi Penelitian Kualitatif*, Cetakan keenambelas, Bandung : Remaja Rosdakarya), Hal. 45.

choosing which ones are important and what will be learned, and making conclusions that will be told to others.¹⁴ Qualitative data analysis is inductive in nature, namely analysis based on the data obtained, then certain relationship patterns are developed into hypotheses.

D. Results and Discussion

Implementation of the Leading Program

Full day School, and improve student morals. With the Full Day School, it is hoped that MI NU Buaran will also implement the same system as other schools and make the school one of the schools of choice for the community. Then the school also has a plus value that can be used as a reference in choosing a school for prospective students, that MI NU Buaran has a plus value in the field of Islam, namely changes in the morals of the students themselves, whose morals were not good at first for the better. Program unggulan Tahfidz Al-Qur'an juz 30 Yang mana hal tersebut dapat lebih ditonjolkan untuk mengetahui kemampuan menghafal anak terutama dalam kemampuan menghafal Al-Qur'an. Hasil dari lulusan-lulusan peserta didik program takhassus dapat dijadikan ajang promosi sekolah kepada masyarakat, agar program unggulan tersebut diminati masyarakat dan para orang tua akan dengan senang menyekolahkan anaknya disekolah tersebut. berdasarkan KBBI (2003), program unggulan merupakan rancangan mengenai asas serta usaha yang di unggulan berupa produk tertentu. Di sekolah, program unggulan dibedakan pada masing-masing sekolahnya, biasanya terdapat pada dibidang akademik maupun non kademik, tergantung kepala sekolah yang mengelolah dan guru sebagai pengarah dalam rangka anak didik.

Integrative TPQ program for special interest program students. This program aims that in addition to general education, students are also equipped with the ability to read the Qur'an properly and correctly in accordance with their recitation. For the long term, Syahadah TPQ will later be used as a requirement for entering SMP/MTs. Apart from that, another excellent program owned by MI NU Buaran is language fun or fun language learning. As well as there are also other activities that support them, including dhuha prayer and always being the most emphasized, namely changing morals for students. This is in accordance with Supriadi (2005: 204), local content in education refers to characteristics or weights that are local in nature which consciously and systemically give a style to how the curriculum is implemented according to capabilities, carrying capacity, local interests. Local content learning activities can enable schools to work on aspects of local culture as a flagship program.

Meanwhile, the flagship program that stands out the most is the combination of the Ministry of Religion curriculum and the Islamic boarding school curriculum, where in the special taksus program or special class the subjects are supplemented with Islamic boarding school materials, the teaching

¹⁴ Ibid, Hal. 334.

materials of which are directly from the basic yellow books. MI NU Buaran wants to provide an education that emphasizes religion but does not prevent its students from being able to study general science. The books used are the basic books typical of the pesantren style such as: nadhom alala, aqidatul lay, mabadiul fiqhiyah, and many more. because in the program there are also many things that can be used as a school's competitiveness and promotion strategy. Related activities, channeling talents and interests, abilities and skills to strengthen student personality.

The Formation of a Collaborative Network for the Buaran MI NU Curriculum Development Team with All Teachers

In order to improve the quality of education, an educational institution does not live alone in carrying out its wheels of activity, apart from internal teachers there are also links with external parties, both as supervisors, providers of assistance, and protection from government or private institutions. Therefore, a network of cooperation is needed so that the implementation of education in madrasas is carried out in a sustainable manner. Cooperation and communication networks have proven to play an important role in the development of madrasah administration. Various types of cooperation networks in the development of education delivery at MI NU Buaran include cooperation between the takhassus curriculum development team itself, salaf or specialization coordinators, TPQ and Madin coordinators, language coordinators, takhfidz coordinators. Each coordinator makes a curriculum design to be conveyed to all teachers. Matters that are not clear will be consulted with the relevant Coordinator.

Takhassus Superior Class Teacher

Quality madrasas must have superior educators. That is, the educator must be professional in carrying out the teaching and learning process. The teacher competencies that make it possible to develop a superior educational institution according to trimantara cited by Nur Azizah are: subject mastery competence; competency in learning; 46 Madrasah Innovative competency in mentoring; communication competency with students; and competency in evaluating.¹⁵

Qualified teachers are needed to achieve learning in the special special program of MI NU Buaran Pekalongan. Quality is not only from the aspect of academic degrees as learning transformers but also has the qualifications as an educator, so that the excellent programs that have been made can be conveyed to students. At MI NU Buaran, the teachers who teach in the Takhassus flagship program have a minimum education level of S-1, besides that teachers

¹⁵ Nur Azizah (2012), Madrasah Unggulan, Surabaya : Program Pascasarjana IAIN Sunan Ampel. Hal. 8

in the Takhassus flagship program have a boarding school education background..

According to Delors, quoted by Samsul Bahari as saying that the existence and role of educational staff for school development, in this context schools must: 1) have sufficient quality; 2) have the appropriate qualifications, ; and 4) have the ability to work. Therefore, educators must have the ability to realize national education goals.¹⁶

Madrasah Committees and Foundation Management who are Proactive in Facilitating the Implementation of Excellence Programs.

The advancement of madrasah education depends on its administrators, in this case the foundation or school committee. So that it is hoped that the needs and technical management of madrasah education will run in harmony, harmonious and balanced according to the times.

The foundation that oversees MI NU Buaran is very proactive in facilitating the implementation of the special interest program. In every activity related to improving the quality of madrasas, more specifically the implementation of the takhassus flagship program, they are very proactive. Both moral and material assistance, there is a lot of involvement of the foundation's management in the management and supervision of the flagship program at MI NU Buaran, besides that there are many activities provided by the foundation's management in order to increase the successful implementation of this special special program. This certainly has an effect on the progress and quality of madrasas, so that the image of madrasas in the eyes of the community is getting better.

Constraints and Support for the Implementation of the Leading Program

Readiness of Students Who Have Not Been Maximal in Participating in Superior Program Learning

In terms of learning, a person must first prepare himself or be in a condition ready to carry out learning activities so that learning objectives can be achieved properly. Students who have good learning readiness will tend to have a sense of interest in the learning process that will be carried out, so that this interest will arouse enthusiasm for learning to improve their learning abilities. If students' learning abilities increase, there is a possibility that their learning outcomes will also increase.

¹⁶ Samsul Bahri, "Analisis Keseuaian antara Latar Belakang Pendidikan Guru Madrasah Ibtidaiyah dengan Mata Pelajaran yang diampu ", Jurnal Numecary, no. 1 (2019); 144.

According to Djamarah (2002: 35) readiness to learn is a self-condition that has been prepared to carry out an activity.¹⁷ The various educational backgrounds of students who enter the flagship program make their level of readiness in participating in learning different. Many factors influence learning readiness, according to Darsono (2000: 27) readiness factors include: physical conditions that are not conducive for example illness, unfavorable psychological conditions, for example anxiety and depression, which are unfavorable initial conditions for smooth learning.¹⁸

Lack of support from Parents

Parental support is parental support in various forms, including care at home, a safe and stable environment, intellectual stimulation, and discussions between parents and children in a good way. To maximize their potential, students need to get full support from their parents. This is stated by Desforges & Abouchar (in Nisa, 2012) the level of participation (support) of parents in the education of their children is a significant indicator of school quality..¹⁹

The need for parental support for students is because parental support will support the success of student education. This was stated by Chira (in Santrock, (2002: 69) that parental involvement (participation) is a top priority in improving student education. Therefore, parents must be able to participate to support success in their children's education..²⁰

Lack of Facilities and Infrastructure in Supporting Learning

Many things can support the learning process, one of which is the facilities and infrastructure. Whether we realize it or not, these facilities and infrastructure are important factors that cannot be taken for granted because facilities and infrastructure can encourage students' desire to learn better and more fun and infrastructure facilities can also make it easier for students to understand lessons. School physical learning facilities and infrastructure, namely school buildings, classrooms, libraries, laboratories, toilets, offices and other materials and infrastructure that might assist in the learning process and motivate students to learn.²¹

¹⁷ Syaiful Bahri Djamarah, 2002. *Rahasia Sukses Belajar*, (Jakarta : Rineka Cipta), Hal. 35.

¹⁸ Darsono, *Belajar dan Pembelajaran*, Semarang,(IKIP Semarang Press), Hal ,27.

¹⁹ Nisa, Sumbangan Self Esteem, Dukungan Orangtua, Guru dan Teman Sebaya terhadap Kepuasan Sekolah pada Siswa Tunarungu di SMP dan SMA ,Tesis tidak diterbitkan. Depok: PPs UI.

²⁰ Santrock, *Psikologi Pendidikan*, Terjemahan oleh Tri Wibowo, (Jakarta : Kencana), Hal, 69.

²¹ Saniatu Nisail Jannah and Uep Tatang Sontani, "Sarana Dan Prasarana Pembelajaran Sebagai Faktor Determinan Terhadap Motivasi Belajar Siswa," *Jurnal Pendidikan Manajemen Perkantoran* 3, no. 1 (2018): 210.

Learning facilities and infrastructure at MI NU Buaran do not support it directly, so the learning process does not run effectively in achieving learning objectives.

E. Conclusion

Based on the results of the research conducted by the researchers, the following conclusions can be drawn: First, the implementation of the Takhassus superior class program at MI NU Buaran aims to produce cadres who have mastered knowledge, especially in the field of religious knowledge with the spirit of Nahdlatul Ulama' as the next generation who are qualified and professional and also equip children as a preparation to continue their education in Islamic boarding schools. Second, the implementation of the special excellence program at MINU Buaran has produced several achievements and this is evidenced by the fact that when participating in various competitions, excellent students always win, especially in the field of religious language. Third, the supporting factors for the implementation of the takhassus flagship program are the formation of a collaborative network of the MI NU Buaran Pekalongan curriculum development team with all teachers, the availability of competent teachers, the role of the madrasah committee and foundation administrators who are proactive in facilitating the implementation of the flagship program, while the inhibiting factor is student readiness. who have not been maximized in participating in superior program learning, lack of support from parents, lack of facilities and infrastructure to support learning. Based on the above conclusions, it can be suggested that improving the image of madrasahs through the implementation of special class programs is a positive thing to improve the quality of madrasah education. For this reason, the Ministry of Religion, especially the Directorate of Madrasah Education, pays more attention to the needs of infrastructure in madrasahs that organize superior class programs so that they can support better learning. Besides that, it is also necessary to increase the professionalism of teachers who teach in superior classes through organizing workshops, seminars and workshops.

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Wawancara dengan Nur Fathirutul Khikmah, S.Pd. Selaku Koordinator Takhassus, pada tanggal 16 November 2022 pukul 20.00 WIB.