

Justice and Equality; Foreign Language Education (Arabic-English) in the National Education System in Indonesia

Irsal Amin*

Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan, Indonesia

*Corresponding E-mail: irsalamin@uinsyahada.ac.id

Abstract

Justice and equality are the foundations in organizing foreign language education without distinguishing between one foreign language and another. This study reviews the justice and equality of foreign language education in the National education system. Collecting various laws and regulations in the national education system and then looking at justice and equality using the existing educational justice theory. The results of this study indicate that there is inequality in countries in their bias in the National education system towards English which consists of indicators, namely the status of subjects, allocation of time for subjects, availability of teachers and facilities, student interest and government support. The basis for this bias is contained in Law Number 20 of 2003 concerning the National Education System but is contained in derivative regulations, namely Government Regulation Number 19 of 2005 concerning National Education Standards relating to the list of subjects, Regulation of the Minister of Education and Culture Number 22 of 2008 concerning Content Standards for Primary and Secondary Education Units, Regulation of the Minister of Education and Culture Number 82 of 2016 concerning the Primary and Secondary Education Curriculum. Justice and equality in foreign language education are still far away, so there needs to be a balanced revitalization.

Keywords: justice, equality, education, language, foreign.

مستخلص البحث

العدل والمساواة أساس تطبيق تعليم اللغات الأجنبية (عربي – إنجليزي) دون تفريق بينهما. يستعرض هذا البحث عدالة ومساواة تعليم اللغات الأجنبية في نظام التعليم الوطني في إندونيسيا. جمع القوانين واللوائح المختلفة في نظام التعليم الوطني ومن ثم النظر إلى العدالة والمساواة باستخدام النظريات الموجودة في العدالة التعليمية. تظهر نتائج هذا البحث أن هناك عدم مساواة وطنية لصالح نظام التعليم الوطني تجاه اللغة الإنجليزية والذي يتكون من مؤشرات، وهي حالة المادة، وتخصيص وقت المادة، وتوافر المعلمين والبنية التحتية، واهتمام الطلاب والدعم الحكومي. أساس هذا التحيز موجود في القانون رقم ٢٠ لسنة ٢٠٠٣ بشأن نظام التعليم الوطني ولكنه موجود في اللوائح المشتقة، وهي اللائحة الحكومية رقم ١٩ لسنة ٢٠٠٥ بشأن معايير التعليم الوطنية المتعلقة بقائمة المواد، لائحة وزير التربية والتعليم والثقافة رقم ٢٢ لسنة ٢٠٠٨ تحديثات معايير المحتوى لوحدة التعليم الابتدائي والثانوي، ولائحة وزير التربية والتعليم والثقافة رقم ٨٢ لسنة ٢٠١٦ بشأن مناهج التعليم الابتدائي والثانوي. إن العدالة والمساواة في تعليم اللغات الأجنبية لا تزال بعيدة المنال، لذا يجب أن يكون هناك تنشيط متوازن.

الكلمات المفتاحية: العدالة، المساواة، التعليم، اللغة، الأجنبية.

Introduction

The state should provide equal treatment to Arabic and English language learning at all levels of education. Social justice is a real challenge in education because it is a system for achieving educational goals (Colina Neri et al., 2023). All aspects must work together to realize educational justice both from within and outside education (Ball & Skrzypek, 2020). Educational disparities occur in various regions, often starting from

aspects of access, quality and learning conditions(Ball, 2020). The challenges of globalization make foreign language skills increasingly important for every individual so that the country can continue to exist in global relations and improve National Development. The Indonesian government has included foreign language education in the national curriculum by emphasizing Arabic and English as strategic foreign languages.

The gap in access and quality of foreign language education between Arabic and English is a very significant problem(Anggraini et al., 2022). English, which is considered very dominant globally, is considered more important in the job market and is getting more attention in the world of education(Muhalim, 2023). Meanwhile, Arabic language education faces very serious challenges in various aspects, both in the availability of teachers, curriculum development and infrastructure support. There are several factors that can be identified related to the gap and injustice of the state's treatment of Arabic language education in educational institutions in Indonesia(Muradi et al., 2021), Among them, English is made a compulsory subject, and Arabic is optional, the resources owned by educational institutions that have qualifications are still very minimal compared to English.

The persistent inequality and injustice between Arabic and English can lead to unequal opportunities for access to foreign language education in the job market and higher education(Sindkhedkar, 2021). Limited Arabic language skills can hinder the understanding of Islamic culture and heritage which is an important part of Indonesian society, the majority of whose population is Muslim. Reduced effective global engagement in international relations and global partnerships due to weakness in the field of Arabic(Asmawi & Kasmianti, 2023). Relations between Arabic-speaking countries and Indonesian society are very poor due to inadequate Arabic language skills.

Education is a fundamental human right for every individual. The main goal of education is to enlighten the nation's life and prepare the younger generation to face the global challenges of the future(Zulfikar et al., 2023). Access to quality education is a need that cannot be postponed. Quality and equitable education is needed. The quality of citizens is a measure of the progress of the country, because quality education will lead to an increase in the quality of human resources of its citizens(Idris et al., 2023). Education is the main cause of growth in every country because it increases the productivity of the performance of citizens(Amorós Molina et al., 2023). Education is a key sector that must be supported to advance sustainable human resource development.

Foreign languages are one of the basic needs for every individual to maintain their existence in socializing and competing in the global era. Access to quality foreign language education is still not evenly distributed in various countries. Indonesia as a strategic country and the country with the largest Muslim majority population in the world has two main challenges, namely English language skills as a need for global socializing and Arabic language skills as citizens of the world with a Muslim

951 | I r s a l A m i n : Justice and Equality; Foreign Language Education (Arabic-English) in the National Education System in Indonesia

population(Arifin & Sukandar, 2021). The ability to speak Arabic will make them citizens who are able to understand the basics of true religion, thus keeping them away from wrong beliefs. Understanding Arabic is a main requirement in understanding the text of the holy book as a source of fundamental religious teachings.

Justice and equality in foreign language education are the state's obligations to fulfill because as the state implementer who pays attention to the needs of its citizens. Egalitarianism views equality as the main principle in education. Every individual has the right to education including foreign language education without distinguishing their background such as race, religion, gender, social class or language ability in order to develop following global developments. Ali Juma'ah's concept in explaining Egalitarianism is that equal rights do not lie in religion(Falah, 2023), and Gullen explains that education is the main way to build better human values. Utilitarianism focuses on the principle of educational benefits that must be designed as maximally as possible because it is beneficial for society to contribute to the world globally and the available job market(Muharir & Haryono, 2023). Liberals see every individual as having the freedom to gain access to foreign language education, whether Arabic or English, meaning that flexibility and openness are the principles in its implementation(Povitkina & Jagers, 2022). The Communitarian view on foreign language education, the state must design and organize it as well as possible to strengthen the values of community identity so that it must be strengthened in the aspects of history, culture and community traditions(Serra Salamé & Shaimi, 2020). Social justice is a central principle for eliminating injustice and inequality to overcome the obstacles faced by groups who feel disadvantaged due to injustice.

Previous studies have shown that the equality of foreign language education in various countries is a complex issue and has its own dynamics. The principle of justice and equality is the main issue to be carried out. The flexibility process is one of the main choices by prioritizing adjustments to the implementation and process of education. Laurence explained that in Belgium foreign language education was formed as a result of historical political and economic conditions that caused policy problems so that each community made its own policies by prioritizing its own needs(Mettewie & Mensel, 2023). This means that there is a state negligence in regulating foreign language education. The concept of justice in foreign language education by identifying the basic language abilities of students to find out linguistic biographies without distinguishing between languages(Melo-Pfeifer & Chik, 2022). A foreign language education system in the form of equivalency, integrated with other subjects (Content and Language Integrated Learning) based on professional needs, whether English, French, Chinese or Arabic.(Gil-López et al., 2021)(Krylov & Vasileva, 2022). From these various studies it can be concluded that foreign languages are organized with equality that focuses on the benefits of foreign languages by looking at justice and equality based on the theory of utilitarianism. While this study examines

the justice and equality that exist in the foreign language education system (Arabic-English) in Indonesia in a review of standard education policies that must be enforced.

Metode penelitian

This research is a library research related to the laws and regulations of the National education system as the basis for organizing foreign language learning in elementary and secondary education institutions. This research focuses more on the study of related documents to see the justice and equality of foreign language education (Arabic-English) in Indonesia. The object of research analysis is the existing education regulations which then see the philosophical basis for the determination. After the data is collected, an analysis is carried out using the content analysis technique.

Result and Discussion

Based on the data collected by the researcher, there is injustice and inequality in the treatment of Arabic and English in the national education system at the school level in Indonesia, both Elementary, Middle, and High/General Schools. The indicators that show this are several indicators, namely the status of subjects, time allocation, availability of teachers and facilities, student interest and government support. These indicators are obtained from the attachments to laws and regulations and field contextualization and document data related to the research.

English is a compulsory subject at all levels of elementary school to high school, and Arabic is an optional local content subject at certain schools. The allocation of time for English generally gets more time than Arabic because the allocation of time for Arabic varies depending on school policy and level. The availability of English teachers is much greater than Arabic, and the facilities and infrastructure for English are more adequate. As for interest in learning English, it is more popular because it is considered important to master in order to continue education to a higher level and get a job and interest in Arabic is still relatively low. Government support is greater in the allocation of funds and development programs.

Although this difference is not explicitly regulated in Law Number 20 of 2003 concerning the National Education System because it still regulates the objectives of national education, namely to make the nation's life more intelligent and to develop the Indonesian people as a whole, and national education must be developed by upholding the values of religion, nationality, humanity and democracy (Gusti & Masduki, 2022). The regulations that have been passed down are Government Regulation Number 19 of 2005 concerning National Education Standards relating to the list of subjects, Regulation of the Minister of Education and Culture Number 22 of 2008 concerning Content Standards for Primary and Secondary Education Units with a list of Arabic and English language subjects in the curriculum (Temon Astawa, 2021),

Regulation of the Minister of Education and Culture Number 82 of 2016 concerning the Primary and Secondary Education Curriculum.

Regulation of the Minister of Education and Culture Number 22 of 2008 Concerning Content Standards for Primary and Secondary Education Units (Sri Mujiarti Ulfah, 2021), and the Regulation of the Minister of Education and Culture Number 82 of 2016 concerning the Primary and Secondary Education Curriculum, which also determines the allocation of teaching hours and basic competencies for Arabic and English language subjects (Elok Kuneta Faradila & Basuki, 2022). The list of subjects in the national education system above can be seen in the field implementation as shown in the following table:

Aspects	Arabic	English
Subject Status	Electives in Junior High and Senior High School and Local Content at Elementary School Level (Limited)	Mandatory at all levels of education (elementary, middle, high school)
Allocation of Lesson Hours	A little bit by choice (not set)	More (set) <ul style="list-style-type: none"> - SD 2 Hours/Week = 72 Hours/Year - Junior High School/MTS Grade VII-VIII = 3 Hours/Week = 108 Hours/Year. Grade IX 4 Hours/Week = 144 Hours/Year = 252 Hours/Year - SMA/MA/SMK/MAK = 4 Hours/Week = 432 Hours/Year
Focus of Learning	Communication, Religion and Arab Culture	Communication, Science, Technology, Western Culture
Student Interests	Low	More appreciated with various professional needs
Government Support	Under Development	Stronger in Private Educational Institutions

There are several factors that influence the differences in state treatment of English and Arabic in the context of the National education system in Indonesia, namely the history of colonialism, geopolitics, economics, and public perception. Colonialism can be seen from the very strong influence of the Netherlands in the education system for centuries making English a prioritized international language (Saifudin & Saepuddin, 2020). After independence, English became a priority language and was included in formal education, while Arabic was included in the traditional religious education system and was not included in formal education (Risfiana et al., 2021). Japanese and Dutch colonialism had a very strong influence on the Indonesian national education system (Putra Daulay et al., 2021). The formulators and implementers of education were not yet able to escape from the socio-political and economic conditions of the Dutch East Indies.

The geopolitical conditions of close relations between western countries encourage a focus on English to conduct international relations in developed countries in accessing science and technology. Closer political relations between western countries, especially America and England, encourage a focus on English (Sariyan, 2020). Indonesia as the founding father of ASEAN has strategic political bargaining power and foreign languages are a tool (Dewita, 2021). Arabic, despite its important role in the Islamic world, is not seen as a vital language for international political interests. Arabic can be a force to unite countries in the Middle East by reaffirming the language in various international forums, thus showing common ground (Isnaini, 2019). Being a mediator in various ongoing Middle Eastern conflicts with other countries (Hakiem et al., 2023). Common language shows that common nationality can mediate the long-running conflict in the Middle East.

The continuously developing economic conditions are expected to gain greater global economic opportunities. The economy in running the country does not take into account Arabic as a medium for developing the economy because it is considered that Arab countries do not provide a very significant economic contribution. The country's relationship with the Middle East is considered only limited to educational and religious needs. Facts show that the Middle East is experiencing very rapid development of Islamic banking compared to other Asian countries (Rambe, 2021). Indonesia's bilateral relations with Middle Eastern and European countries are getting better (KEMLU, 2023). These are all forms of citizens' need for foreign languages.

Public Perception of English considers English as an important language to get a better job and keep up with the times. Parents have a very positive perception of English so it needs to be mastered and taught from an early age (Nurjaman & Rachmi, Titi, 2020). Students consider English as an important language to master because it helps broaden knowledge about the subject being studied (Akbarani, 2021). Parents feel that English is a very important need to be learned from an early age. Arabic is associated with Islamic religion and culture and has little to do with economics. Students' perception of language is a language that requires a long time (Muslimah & Nadiroh, 2022). Lack of motivation to study Arabic at university level results in a lack

of ability to master Arabic(Afjalurrahmansyah, 2021). The facts show that foreign languages in Indonesia have very different perceptions.

The impact of the national education system policy on foreign languages that has been explained above is injustice and inequality. Equality and social justice in education must be met without distinguishing the needs of each individual(Mukhlis & Hafid, 2020). In education there should be no differences in access and opportunities to learn, whether in terms of language or other materials(Yunita et al., 2023). Unfair treatment because students who want to learn both foreign languages do not get the same opportunity to learn optimally. Unequal treatment in mastering Arabic and English will have an impact on the inequality of foreign language mastery in one foreign language compared to another language, thus reducing competition in the global era.

Eliminating inequality and prioritizing justice for foreign language education in Indonesia must be done with various approaches, namely through policy reform by reviewing education policies to ensure equal emphasis and support, equal human resource development between Arabic and English through various training to overcome limitations, strengthening standardization and consistency of Arabic language curriculum in educational institutions, and building awareness in the community of the importance of foreign languages.

Conclusion

Based on the data analysis in this study, it can be concluded that the inequality of foreign language learning between Arabic and English is in the status of subjects, time allocation, availability of teachers and facilities, student interest and government support. These disparities in foreign language learning are found in Government Regulation Number 19 of 2005 concerning National Education Standards relating to the list of subjects, Regulation of the Minister of Education and Culture Number 22 of 2008 concerning Content Standards for Elementary and Secondary Education Units with a list of Arabic and English subjects in the curriculum, Regulation of the Minister of Education and Culture Number 82 of 2016 concerning the Elementary and Secondary Education Curriculum. Regulation of the Minister of Education and Culture Number 22 of 2008 concerning Content Standards for Elementary and Secondary Education Units, and Regulation of the Minister of Education and Culture Number 82 of 2016 concerning the Elementary and Secondary Education Curriculum as well as determining the allocation of lesson hours and basic competencies for Arabic and English subjects. There needs to be a revitalization of foreign language learning in the National education system

Daftar Pustaka

Afjalurrahmansyah, A. (2021). Persepsi Mahasiswa Sekolah Tinggi Pariwisata terhadap Pembelajaran Bahasa Arab. *JiIP - Jurnal Ilmiah Ilmu Pendidikan*, 4(3), 129–133. <https://doi.org/10.54371/jiip.v4i3.226>

- Akbarani, R. (2021). Persepsi Mahasiswa Terhadap Pentingnya Pembelajaran Bahasa Inggris di Jurusan Komunikasi dan Penyiaran Islam IAIN Ponorogo. *Conference on Strengthening Islamic Studies in the Digital Era (FICOSIS)*.
- Amorós Molina, Á., Helldén, D., Alfvén, T., Niemi, M., Leander, K., Nordenstedt, H., Rehn, C., Ndejjo, R., Wanyenze, R., & Biermann, O. (2023). Integrating the United Nations sustainable development goals into higher education globally: a scoping review. In *Global Health Action*. <https://doi.org/10.1080/16549716.2023.2190649>
- Anggraini, R., Derin, T., Warman, J. S., Putri, N. S., & Nursafira, M. S. (2022). Local Cultures Folklore Grounded from English Textbooks for Secondary High School Indonesia. *Elsya: Journal of English Language Studies*. <https://doi.org/10.31849/elsya.v4i3.10582>
- Arifin, M. A., & Sukandar, S. (2021). PENTINGNYA BAHASA ARAB BAGI UMAT ISLAM DI PEDESAAN. *Al'Adalah*. <https://doi.org/10.35719/aladalah.v24i1.44>
- Asmawi, M. N., & Kasmiati, K. (2023). Formulate Arabic Learning Objectives in Early Childhood Education Unit. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*. <https://doi.org/10.37680/qalamuna.v15i2.2796>
- Ball, A. (2020). Calling Social Work to the Movement for Educational Justice. In *Social Work Research*. <https://doi.org/10.1093/swr/svaa014>
- Ball, A., & Skrzypek, C. (2020). School social work and the educational justice movement: A snapshot of practice. *Children and Schools*. <https://doi.org/10.1093/cs/cdaa014>
- Colina Neri, R., Zipin, L., Rios-Aguilar, C., & Huerta, A. H. (2023). Surfacing Deep Challenges for Social-Educational Justice: Putting Funds, Wealth, and Capital Frameworks into Dialogue. *Urban Education*. <https://doi.org/10.1177/00420859211016520>
- Dewita, J. S. (2021). INDONESIA PARTICIPATION IN DEFENSE DIPLOMACY IN INDO-PACIFIC [PARTISIPASI INDONESIA DI DIPLOMASI PERTAHANAN INDO-PASIFIK]. *Verity: Jurnal Ilmiah Hubungan Internasional (International Relations Journal)*. <https://doi.org/10.19166/verity.v13i25.4467>
- Elok Kuneta Faradila, & Basuki. (2022). Pengembangan Kurikulum Pendidikan Agama Islam di SMP Negeri 1 Jetis Ponorogo. *Excelencia: Journal of Islamic Education & Management*. <https://doi.org/10.21154/excelencia.v2i01.516>
- Falah, M. F. (2023). Egalitarianisme Muslim dan Nonmuslim Dalam Kitab Al-Musāwah Al-Insāniyyah Karya 'Ali Jum'ah. *Syariah: Journal of Fiqh Studies*.
- Gil-López, V., González-Víllora, S., & Hortigüela-Alcalá, D. (2021). Learning foreign languages through content and language integrated learning in physical education: A systematic review. *Porta Linguarum*. <https://doi.org/10.30827/portalin.v0i35.15785>
- Gusti, G., & Masduki, M. (2022). Regulasi Penjaminan Mutu Pendidikan di Indonesia. *Jurnal Intelektualita: Keislaman, Sosial Dan Sains*. <https://doi.org/10.19109/intelektualita.v11i1.10724>
- Hakim, F. N., Putri, L. D. M., & Gustianti, N. A. (2023). DAMPAK NORMALISASI HUBUNGAN DIPLOMATIK ISRAEL DAN NEGARA-NEGARA ARAB TERHADAP KEBIJAKAN LUAR NEGERI INDONESIA DI TIMUR TENGAH. *Jurnal Dinamika Global*. <https://doi.org/10.36859/jdg.v8i2.1883>
- Idris, R., Govindasamy, P., & Nachiappan, S. (2023). Challenge and Obstacles of STEM Education in Malaysia. *International Journal of Academic Research in Business and Social Sciences*. <https://doi.org/10.6007/ijarbss/v13-i4/16676>

- Isnaini, R. L. (2019). Revitalisasi peran bahasa Arab untuk mengatasi konflik dalam perspektif multikultural. *Jurnal Pembangunan Pendidikan: Fondasi Dan Aplikasi*. <https://doi.org/10.21831/jppfa.v6i1.22554>
- KEMLU. (2023). *Kerja Sama Bilateral*. Kemlu.Go.Id.
- Krylov, E., & Vasileva, P. (2022). Convergence of Foreign Language and Engineering Education: Opportunities for Development. *Technology and Language*. <https://doi.org/10.48417/technolang.2022.03.08>
- Melo-Pfeifer, S., & Chik, A. (2022). Multimodal linguistic biographies of prospective foreign language teachers in Germany: reconstructing beliefs about languages and multilingual language learning in initial teacher education. *International Journal of Multilingualism*. <https://doi.org/10.1080/14790718.2020.1753748>
- Mettewie, L., & Mensel, L. Van. (2023). Understanding foreign language education and bilingual education in Belgium: a (surreal) piece of cake. *International Journal of Bilingual Education and Bilingualism*. <https://doi.org/10.1080/13670050.2020.1768211>
- Muhalim, M. (2023). Negotiating Religious Discourses in English Language Teaching: Reorienting and Reframing Dominant English Ideologies. *Changing English: Studies in Culture and Education*. <https://doi.org/10.1080/1358684X.2023.2217424>
- Muharir, M., & Haryono, S. (2023). Konsep Utilitarianisme Jhon Stuart Mill Relevansinya Terhadap Behavioral Economics. *Ekonomika Sharia: Jurnal Pemikiran Dan Pengembangan Ekonomi Syariah*. <https://doi.org/10.36908/esha.v9i1.765>
- Mukhlis, M., & Hafid. (2020). Pendidikan dan Keadilan Sosial. *Jurnal Kariman*. <https://doi.org/10.52185/kariman.v8i1.130>
- Muradi, A., Mubarak, F., Permana, F., Hidayat, Y., & Wekke, I. (2021). Revitalization of the Existence of Arabic in Indonesia. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.3767448>
- Muslimah, M., & Nadiroh, K. (2022). Persepsi Peserta Didik SD Plus Sunan Ampel Terhadap pembelajaran Bahasa Arab. *Jurnal Pembelajaran Inovatif*. <https://doi.org/10.21009/jpi.052.02>
- Nurjaman, I., & Rachmi, Titi, A. (2020). PERSEPSI ORANG TUA TERHADAP PEMEROLEHAN BAHASA INGGRIS ANAK USIA DINI. *EARLY CHILDHOOD : JURNAL PENDIDIKAN*. <https://doi.org/10.35568/earlychildhood.v3i2.528>
- Povitkina, M., & Jagers, S. C. (2022). Environmental commitments in different types of democracies: The role of liberal, social-liberal, and deliberative politics. *Global Environmental Change*. <https://doi.org/10.1016/j.gloenvcha.2022.102523>
- Putra Daulay, H., Dahlan, Z., Priono, A., & Lubis, A. P. (2021). Kolonialisme dan Dikotomi Pendidikan di Indonesia. *Islamic Education*. <https://doi.org/10.57251/ie.v1i1.10>
- Rambe, L. A. (2021). Perkembangan Perbankan Syariah di Timur Tengah dan Pakistan. *Az Zaqqa': Jurnal Hukum Bisnis Islam*. <https://doi.org/10.14421/azzarqa.v13i1.2245>
- Risfiana, I., Patahuddin, P., & Bahri, B. (2021). Berau Masa Kolonialisme Belanda Abad XVIII-XX. *Attoriolong*.
- Saifudin, S., & Saepuddin, D. (2020). Pengaruh kolonialisme Jepang terhadap pendidikan Islam. *Ta'dibuna: Jurnal Pendidikan Islam*. <https://doi.org/10.32832/tadibuna.v9i2.3441>
- Sariyan, P. D. D. A. (2020). Masa Depan Bahasa Melayu Di Nusantara. In *Ceramah Arif*

Budiman.

- Serra Salamé, C., & Shaimi, M. (2020). El reconeixement. Eix de les polítiques d'integració? *Pedagogia i Treball Social*.
https://doi.org/10.33115/udg_bib/pts.v9i2.22548
- Sindkhedkar, D. S. D. (2021). OBJECTIVES OF TEACHING AND LEARNING ENGLISH IN INDIA. *Researchers World - International Refereed Social Sciences Journal*.
- Sri Mujiarti Ulfah. (2021). MENCERMATI ARAH PENDIDIKAN INDONESIA. *Journal Ilmu Sosial, Politik Dan Pemerintahan*.
<https://doi.org/10.37304/jispar.v1i2.346>
- Temon Astawa, I. N. (2021). PENDIDIKAN AGAMA DAN KEAGAMAAN DALAM MENUNJANG MUTU PENDIDIKAN DI INDONESIA. *Jurnal Penjaminan Mutu*.
<https://doi.org/10.25078/jpm.v7i2.2776>
- Yunita, S., Ginting, K. A. B., Yana, E. Y., & Putri, A. (2023). Mewujudkan Keadilan Dalam Lingkungan Pendidikan: Studi Kasus di SMP Pahlawan. *JERUMI: Journal of Education Religion Humanities and Multidiciplinary*.
<https://doi.org/10.57235/jerumi.v1i2.1405>
- Zulfikar, A. S., Roesminingsih, M. V., & Soedjarwo. (2023). POLICIES IMPLEMENTATION BY PESANTREN EFFECTIVE SCHOOLS TO ACHIEVE EXCELLENCE IN MORALITY AND GENERAL SCIENCES: A CASE FROM INDONESIA. *Res Militaris*.