

Comparative Analysis of Arabic Learning Achievement between Boarding and Non-Boarding Students at Ma'had Al-Birr Unismuh Makassar

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Abstract

This study aims to analyze the difference in learning achievement of boarding and non-boarding students at Ma'had al-Birr Unismuh Makassar. The research method used is a quantitative approach with the T-Test technique to compare the academic achievement scores of the two groups of students. The data collected was in the form of Final Semester Exam (UAS) scores in *the Tabriri, Nahwu, Sharf, Qira'ah, and Kitabab* courses. The results showed that *the t_bitung* of 3.07 was greater than *the t_kritis* of 2.24, so the hypothesis that there was a significant difference between the learning achievement of boarding and non-boarding students was accepted. The average score of boarding students is 86.91 (*Jayyid Jiddan*), while non-boarding students get an average score of 74.25 (*Jayyid*). Environmental factors, learning methods, and the level of motivation to learn are the main factors that affect these differences in achievement. Boarding students benefit from a more structured environment, more intensive academic interactions, and more accessible tutoring. In contrast, non-boarding students face challenges in terms of learning discipline and access to a conducive academic environment.

Keywords: Learning Achievement; Boarding Students; Non-Boarding Students; Academic Environment; T-Test

INTRODUCTION

Learning is a process or effort made by each individual to get behavior changes, both in the form of knowledge, skills, attitudes, and positive values as an experience from various materials that have been studied (Ahdar, 2019). Learning can occur in various forms and contexts, including formal (Syaadah et al., 2023), such as in schools or educational institutions, non-formal (Qona'ah, 2023), such as training or courses outside the formal educational environment, and informal (Sudiapermana & Introduction, 2003), such as through daily experiences and social interactions (Mursalim, 2019).

Learning goals can vary, ranging from fulfilling academic demands to developing personal, social, or professional skills (Darmawi, 2019). Learning achievement is an achievement or result obtained by an individual in the learning or educational process. Learning achievement can be shown through the value given by a teacher from the number of fields of study that have been studied by students. Every learning activity of course always expects to produce maximum learning.

In the process of achieving learning achievement is influenced by various factors, which are generally divided into internal factors and external factors. One of the external factors that has a significant influence is the learning environment. For this reason, the implementation of education is important to pay attention to the environment so that it is effective as a place to learn. An effective environment can support the learning process by providing continuous control, enforcement of discipline through rules and regulations, and providing sanctions for violations (Muttaqien, 2022). In the context of learning Arabic, a conducive environment includes the habituation of using Arabic in daily activities, so that students understand the benefits and goals of learning, such as improving Arabic language skills and deepening the language itself.

A good learning environment is one that is physically, psychologically, socially, and morally safe (McClintock & Fainstad, 2022). Such an environment is what is able to make students focus on lessons, learning to live together, and avoid negative things. Meanwhile, to create a good Arabic environment is by providing opportunities for students to interact in Arabic actively.

Ma'had Al-Birr Unismuh Makassar is an Arabic language and Islamic studies institution under the auspices of the Faculty of Islamic Religion, University of Muhammadiyah Makassar which focuses on Arabic language learning and Islamic studies.

There are two missions carried out in Ma'had Al-Birr. First, this institution was established with the intention of preparing learners (students) in mastering the Arabic language. Second, the great mission of Ma'had Al-Birr is to teach Islamic sciences. This is in line with the goals of national education in Indonesia.

Based on the results of observations, some of the students of Ma'had Al-Birr Unismuh Makassar live in the ma'had dormitory (*sakan dakhili*) and some live outside the dormitory (boarding house). Ma'had Al-Birr students not only come from Makassar City, but also from several regions in South Sulawesi Province. Some even come from outside the province of South Sulawesi.

Dormitories have a huge influence on students' academic activities. The availability of boarding facilities and infrastructure has a great impact on the survival of students, both physical and spiritual needs, social aspects, personality aspects, and academic aspects. Thus, dormitories have a great contribution both in the academic development of students and in the implementation of higher education (Selatang, 2019).

The relationship between residence and learning achievement is interrelated. Indriyani in her research on the place where students live on learning outcomes concluded that the place where students live can improve the quality of maximum learning outcomes (Indriyani, 2014). It can be understood that a good place for students to live will certainly have a good impact on their learning outcomes in the process of teaching and learning activities.

However, Hasanah (2018) stated that there was no difference in the Arabic learning achievement of students who lived in the dormitory and outside the dormitory. The Arabic language learning achievement of students living in dormitories is in the adequate category, and students who live outside the dormitories are also in the adequate category—both are the same in the "Adequate" category.

This study aims to analyze the differences in Arabic language learning achievement between students residing in dormitories and those living off-campus at Ma'had Al-Birr Unismuh Makassar. By understanding how the living environment influences students' academic performance, this research is expected to contribute to the development of more effective learning strategies, particularly in the context of Arabic language education.

The implications of this study can serve as a consideration for educational institution administrators in designing policies that support an optimal learning environment. If

significant differences in learning achievement are found between dormitory and non-dormitory students, the findings of this study can serve as a basis for Ma'had Al-Birr administrators to enhance facilities and learning methods that are more adaptive to students' needs. Additionally, this research can provide insights for students in selecting the most conducive learning environment to improve their academic performance.

Based on the controversy of the difference in learning outcomes between students living in dormitories and students living outside the dormitories, researchers are interested in conducting a study entitled "Comparative Analysis of Arabic Learning Achievement Between Boarding and Non-Boarding Students at Ma'had Al-Birr Unismuh Makassar".

METHODS

The research method used in this study is a comparative research method. Comparative is a method that presents similarities or differences between one thing and another in the form of a description. Comparative research can be in the form of independent comparative or correlational comparison. Independent comparative is a study that compares the same variables with strictly separated sample criteria. This means that there are two sample criteria, where one sample cannot represent the other sample (Misbahudin, 2022). This comparative research aims to see the difference between two or more similar or nearly identical situations, events, activities, or programs, involving all of their elements or components. The research analysis was carried out on differences in planning, implementation, supporting factors, and final results of Ma'had Al-Birr students in the second semester of the 2023–2024 academic year. From the results of this comparative analysis, it can be found that the elements or important factors behind the differences in student learning achievement can be found. This comparative research is *ex post facto*, meaning that the data is collected after all the events in question have occurred (Ex Post & Facto, 2015). *Ex post facto* is a systematic empirical research in which the researcher does not control the independent variable directly because the manifestation of the variable has occurred or the variable cannot be manipulated (Arifin, 2012). *Ex post facto* research is directed to study events that have occurred and then trace back to the past to find out the factors that caused the occurrence of these events (Syahrizal & Jailani, 2015).

RESULTS

The curriculum of the I'dad Lughawi Ma'had Al-Birr Program of the University of Muhammadiyah Makassar is the parent of Ma'had LIPIA Jakarta (Affiliate of Al Imam Muhammad ibn Su'ud Islamic University, Saudi Arabia), namely Silsilatu Ta'lim al-Lughawiy al-Arabiyah issued by the Imam Muhammad ibn Su'ud Islamic University and several modifications as needed (Muhammadiyah, 2021).

The learning achievements of boarding and non-boarding students in the second semester of the 2023-2024 academic year are as follows:

Table 1: Boarding Student Scores

NO	Nama	Mata Kuliah					Jumlah	Nilai Rata-rata
		Tahriri	Nahwu	Sharf	Qiraah	Kitabah		
1	I.H	95	100	93	87	100	475	95
2	M.M	93	89	92	100	93	467	93.4
3	R.F	85	97	84	84	96	837	87.4
4	F.R	100	100	93	91	98	482	96.4
5	Rht	92	100	94	96	98	480	96
6	A.T	100	94	100	100	95	489	97.8
7	I.R	75	66	73	76	92	382	76.4
8	Amr	80	65	83	61	85	374	74.8
9	Ihm	79	60	77	83	69	368	73.6
10	A.F	67	52	78	74	81	352	70.4
11	S.A	73	97	100	87	92	449	89.8
12	K.H	96	95	98	92	97	478	95.6
13	A.R	90	94	97	93	95	469	93.8
14	C.A	83	88	90	79	76	416	83.2
15	M.R	100	86	100	90	95	471	94.2
16	A.s	85	80	90	92	88	435	87
17	F.K	100	100	96	94	98	488	97.6
18	Fth	55	50	70	50	74	299	59.8
19	A.W	70	79	78	90	87	404	80.8
20	A.R	90	97	97	100	92	476	95.2
							9091	86,91

Based on the table above, it can be concluded that the average score of boarding students is 86.91. The value is mentioned in the category of *very good*.

Table 2: Scores of Non-Boarding Students

NO	Nama	Mata Kuliah					Jumlah	Nilai rata-rata
		Tahriri	Nahwu	Sharf	Qiraah	Kitabah		
1	A.M	80	50	82	67	59	338	67.6
2	N.L	100	100	100	97	99	496	99.2
3	Mhm	68	50	50	68	50	286	57.2
4	F.K.R	95	67	92	91	67	412	82.4
5	A.K	60	90	81	70	82	383	76.6
6	F.F	98	83	88	98	86	453	90.6
7	F.R	82	86	90	82	87	427	85.4
8	M.A.S	90	92	99	90	98	469	93.8
9	R.D	91	67	97	91	84	430	86
10	FLD	82	79	88	82	91	422	84.4
11	Fyd	86	80	94	94	96	450	90
12	Als	76	50	50	76	61	313	62.6
13	A.J	73	59	62	73	63	330	66
14	Rdn	88	97	74	92	90	441	88.2
15	Z.H.L	55	62	50	55	50	272	54.4
16	F.P	65	50	65	69	65	314	62.8
17	M.A	55	39	51	57	60	262	52.4
18	A.M.F	68	50	50	68	71	307	61.4
19	M.F. B	65	53	82	82	75	357	71.4
20	Ysn	50	55	57	51	50	263	52.6
							7425	74,25

Based on the table above, it can be concluded that the average score of non-boarding students is 74.25. The value is in *the Good* category.

Table 3: Data Presentation

Frequency Value Interval	Criterion	Boarding Students	Students Who Are Not Boarding
91-100	Excellent	10	3
81-90	Very Good	5	6
71-80	Good	3	2
51-70	Acceptable	2	9
≤ 50	Rejected	-	-

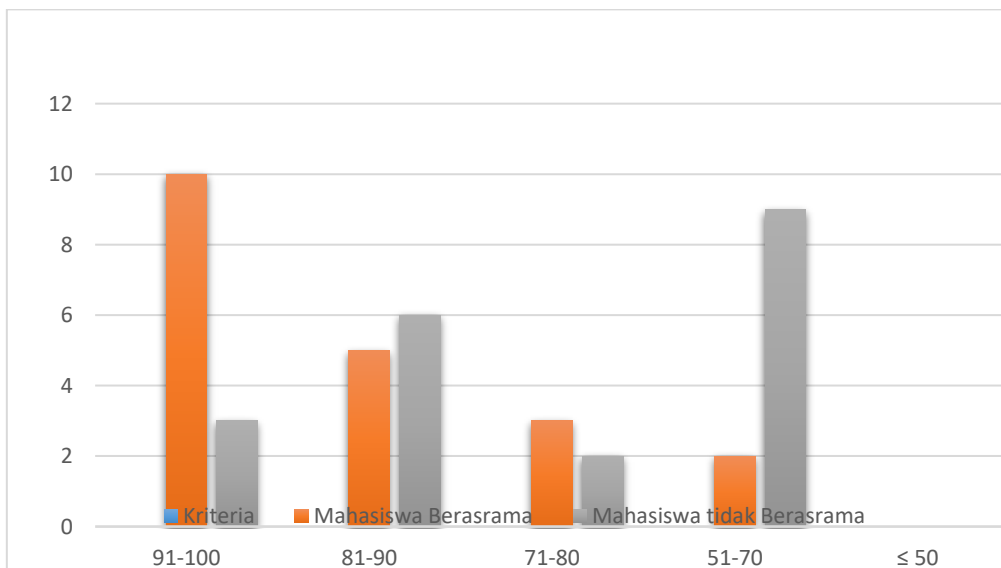


Figure 1: Histogram

Based on the table and bar chart above, it can be seen that the score of 91-100 (*excellent*) is more achieved by boarding students than non-boarding students. Scores of 81-90 (*very good*) are more achieved by non-boarding students. Scores of 71-80 (*good*) were more achieved by boarding students. Scores of 51-70 (*acceptable*) were more achieved by non-boarding students and racial criteria with a score of ≤50 boarding and non-boarding students did not get this score or (*rejected*).

Furthermore, the researcher proved the problem raised, namely the comparison of learning achievement between boarding students and non-boarding students ma'had al-birr Unismuh Makassar with the following steps.

Based on the above explanation, the scores of boarding students and non-boarding students use the Independent Sample Test (t-test) comparison technique (Allen, 2017).

Settlement:

1. Calculate Average Value:

$$\bar{X} \text{ (rata-rata X)} = \frac{1738,2}{20} = \mathbf{86,91}$$

$$\bar{Y} \text{ (Rata-rata Y)} = \frac{1485}{20} = \mathbf{74,25}$$

2. Calculating Variance

$$S_X^2 = \frac{\Sigma X^2 - \left(\frac{\Sigma X^2}{n}\right)}{n-1}$$

$$S_X^2 = \frac{153326,4 - \frac{1738,2^2}{20}}{19}$$

$$S_X^2 = \frac{153326,4 - 151319,524}{19}$$

$$S_X^2 = \frac{2006,876}{19}$$

$$S_X^2 = 105,62$$

$$S_Y^2 = \frac{\Sigma Y^2 - \left(\frac{\Sigma Y^2}{n}\right)}{n-1}$$

$$S_Y^2 = \frac{114596,5 - \left(\frac{1485^2}{n}\right)}{19}$$

$$S_Y^2 = \frac{114596,5 - 110152,5}{19}$$

$$S_Y^2 = \frac{4444}{19}$$

$$S_Y^2 = 233,89$$

3. Calculating the t-value

$$t = \frac{X-Y}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

$$t = \frac{86,91 - 74,25}{\sqrt{\frac{105,62}{20} + \frac{233}{20}}}$$

$$t = \frac{86,91 - 74,25}{\sqrt{\frac{105,62}{20} + \frac{233}{20}}}$$

$$t = \frac{12,66}{\sqrt{5,281 + 11,6945}}$$

$$t = \frac{12,66}{16,9755}$$

$$t = \frac{12,66}{4,12}$$

$$t = 3,07$$

To determine whether H_0 (the null hypothesis) is accepted or rejected, we need to compare the calculated *value of t* with the critical value t of the distribution table t at a given degree of freedom and a degree of significance established. The steps are as follows

1. Determining the Degree of Freedom

$$df = N_1 + N_2 - 2 = 20 + 20 - 2 = 38$$

2. Determine the level of significance

$$\alpha = 0,05$$

3. Determining Critical Values t :

For $df = 38$ and $\alpha = 0.05$ (Double-sided test) then the critical value of t is 2.24.

Then $t_{\text{count}} = 3.07$ and *critical t* = 2.24

Conditions:

If $t_{\text{calculates}} > t_{\text{is critical}}$ then H_0 is rejected

If $t_{\text{calculates}} \leq t_{\text{is critical}}$ then H_0 is accepted.

because $t_{\text{calculates}} > t_{\text{is critical}}$, then H_0 is rejected. Therefore, it can be concluded that there is a significant difference between the learning achievement of boarding and non-boarding students of ma'had al-birr Unismuh Makassar at a significance level of 0.05.

Based on the results, it can be concluded that *the calculated t* obtained is 3.07 when compared to *the critical t* of 2.24. This proves that the hypothesis that reads "there is a significant difference in learning achievement between boarding and non-boarding students ma'had al-birr Unismuh Makassar" is accepted.

DISCUSSION

Based on the analysis and description of the data obtained, the researcher will describe the results of the research found after conducting hypothesis testing. The results found that the average score obtained by boarding students was 86.91 while the average score obtained by non-boarding students was 74.25. This shows that descriptively the average score of students who are in boarding is higher than that of non-boarding students. As for the t_{hitung} value obtained of 3.07, it is greater when compared to the t_{kritis} of 2.24. It can be concluded that because of $t_{hitung} \geq t_{kritis}$, H_0 is accepted. Thus, the hypothesis proposed is tested by data. So it can be concluded that there is a significant difference in learning achievement between boarding and non-boarding students of Ma'had al-Birr Unismuh Makassar.

These findings align with previous research by Syah (2019), which states that learning achievement is influenced by external factors, including the learning environment. Similarly, a study by Hasan (2020) on Islamic boarding schools found that students in structured learning environments with strict discipline achieved better academic results than those in unstructured environments. Furthermore, research by Al-Mahdi (2021) on Arabic language acquisition indicated that immersion in a language-rich environment, such as dormitories, significantly improves students' fluency and comprehension. These studies support the current findings that the structured and immersive nature of the dormitory environment contributes to higher academic achievement.

This shows that the results of the research are in accordance with Muhibbin Syah's theory, which states that learning achievement is influenced by factors, including factors that come from outside the student (Syah, 2019). Among these factors is the learning environment. Boarding students are in a controlled environment and conducive to learning, with easier access to guidance from fellow dormitory residents, be it peers or dormitory coaches. In addition, the dormitory atmosphere that supports collective learning allows students to discuss and practice Arabic more often with their friends. Learning methods are also a key factor. Boarding students tend to have a more regular study schedule because of the dormitory rules that regulate study time and other activities. They are also more often involved in study groups and additional sessions provided by the hostel. Boarding students' motivation to study is often higher because they are surrounded by peers who are also

focused on the same academic goals. Social support and healthy competition among dormitory residents can encourage a higher enthusiasm for learning.

From the results of interviews that have been conducted by researchers with dormitory administrators, it can be concluded that the development of boarding students is carried out through structured programs such as language halaqah, memorization of Arabic vocabulary, memorization of Arabic uslub, memorization of hiwar, tahsin al-qirah program, memorization of the Qur'an and Hadith as well as the obligation to communicate daily using Arabic. This environment was created to integrate Arabic into students' daily lives, either formally through additional classes or informally through interaction with fellow dorm residents. To maintain discipline, students who violate dormitory regulations are subject to educational sanctions, such as reprimands, additional assignments, or being asked to memorize mufradat. Sanctions are given gradually according to the level of violation, with the aim of forming a disciplined student character and respecting the rules without reducing their motivation to learn (Batalipu, 2024).

Meanwhile, non-boarding students face significant challenges in achieving good Arabic language scores. One of the main challenges is the learning environment. Students who live off-campus are less exposed to an environment that supports the intensive use of the Arabic language. The dormitory environment provides more opportunities to interact with fellow students in using the Arabic language, either through daily conversations, study groups, or extracurricular activities that support language learning and this kind of environment is not available to students living outside of the dormitory.

Learning methods are also a challenge. Non-boarding students often have to be more independent in finding and accessing learning resources. They may not have the same access to direct guidance to seniors who are more fluent in Arabic outside of lecture hours. This can hinder their understanding of more complex material or require more in-depth explanation.

Learning motivation is another important factor. Students who live outside the dormitory must be more disciplined in managing their study time. A lack of a conducive learning environment at home or where they live can reduce focus and concentration. Additionally, they may be tempted by distractions from off-campus non-academic activities.

From the results of interviews that have been conducted with boarding and non-boarding students of Ma'had al-Birr Unismuh Makassar, the researcher concluded that the

reason they chose to live in the dormitory was because they felt that the dormitory environment supported the focus on learning, especially in Arabic. They find it easier to get guidance from their classmates and more intense supervision from the dormitory managers, be it coaches or dormitory administrators, and are considered very helpful in the academic process at Ma'had al-Birr. Unlike non-dorm students, they prefer to live outside the dorm because they feel more comfortable with the freedom to manage their time and personal space. They are more likely to adjust to a more independent way of learning and feel unbothered by the crowded atmosphere in the dormitory (Halid, 2024).

The advantage felt by boarding students is the ease of interacting and discussing with fellow dormitory residents, which makes it easier to understand Arabic material. In addition, life in the dormitory also supports discipline and makes it easier to participate in academic activities. Then the drawback is limited privacy, which can sometimes interfere with concentration while studying. A crowded atmosphere and lack of noise control are factors that can reduce comfort in carrying out activities (Halid, 2024). The advantage of non-boarding students is the freedom to manage their daily routines. Students feel more focused and comfortable studying in a quiet environment, and have flexibility in determining study times, breaks, and other activities without any distractions from the dormitory environment. Then the perceived shortcomings are difficulties in interacting and discussing with friends about lecture materials or Arabic. Students also feel less guidance and motivation from peers who are easier to find in the dormitories, which can affect the learning process. They also have difficulty in maintaining self-discipline because there is no direct supervision like in the dormitory. Sometimes, they feel tempted to procrastinate on work or study, and have trouble managing time between academic activities.

The implications of this study highlight the importance of structured learning environments in language acquisition. Educational institutions can use these findings to enhance dormitory programs or provide alternative structured learning spaces for non-boarding students. Additionally, curriculum designers may consider integrating immersive language-learning experiences for students living outside dormitories to bridge the achievement gap.

However, this study has certain limitations. The sample size is limited to Ma'had al-Birr Unismuh Makassar, which may not fully represent other institutions with different student demographics or learning environments. Furthermore, factors such as individual

learning styles, socio-economic background, and prior Arabic exposure were not extensively analyzed, which could influence the results. Future research should explore these aspects to gain a more comprehensive understanding of the factors affecting Arabic language learning achievement.

Overall, differences in learning environments, suboptimal learning methods, and fluctuating learning motivation are the main challenges for non-boarding students in achieving good academic achievement in Arabic courses. Because of the differences in the environment, methods, and learning motivation obtained by boarding students, there is a significant difference in the average score obtained by boarding and non-boarding students. Therefore, the circumstances of each student have a large influence on their learning achievement.

CONCLUSION

Based on the results of research, analysis, and data processing of learning achievement scores of boarding and non-boarding students at Ma'had al-Birr Unismuh Makassar, it was found that there is a significant difference between the two. The results of the comparison test using the T-Test showed that *the t_bitung* value of 3.07 was greater than *the t_kritis* of 2.24. Thus, the hypothesis that there is a significant difference in learning achievement between boarding and non-boarding students is accepted. Descriptively, the average score of boarding students is 86.91, which is included in the *Jayyid Jiddan* category, while non-boarding students have an average score of 74.25, which is included in the *Jayyid* category. These results indicate that students who live in dormitories tend to have higher learning achievement compared to students who are not dormitories.

This study contributes to the understanding of how structured learning environments influence academic achievement, particularly in Arabic language education. The findings provide valuable insights for educational institutions in designing policies that support optimal learning environments for both boarding and non-boarding students. Additionally, this research serves as a reference for Ma'had al-Birr in enhancing dormitory programs and developing alternative strategies to support non-boarding students in achieving comparable academic success.

Future studies should explore additional factors that may contribute to differences in learning achievement, such as individual learning styles, socio-economic background, and

motivation levels. Expanding the research scope to include multiple institutions with diverse student demographics would provide a more comprehensive understanding of the relationship between learning environments and academic performance. Furthermore, investigating effective instructional strategies tailored for non-boarding students could help bridge the achievement gap and improve overall learning outcomes in Arabic language education.

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