

DIFFERENTIATED CONTENT IN ARABIC LANGUAGE LEARNING UNDER THE MERDEKA CURRICULUM IN MADRASAH IBTIDAIYAH

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Abstract

Student diversity in readiness, prior knowledge, learning pace, interests, and learning characteristics poses a significant challenge in Arabic language learning at the elementary madrasah level. The Merdeka Curriculum provides opportunities to address this diversity through differentiated instruction, including content, process, and product differentiation. However, empirical studies on differentiated content in Phase B Arabic language learning remain limited. This study analyzes the implementation of differentiated content in Arabic language learning under the Merdeka Curriculum at Madrasah Ibtidaiyah Terpadu Mutiara Assyifa, Bengkulu City, and identifies the challenges encountered by teachers and students. A qualitative descriptive approach was employed, with data collected through classroom observations, semi-structured interviews, and documentation involving the principal, curriculum coordinator, Arabic teacher, and fourth-grade students. Data were analyzed through reduction, display, and conclusion drawing, with credibility strengthened through source and technique triangulation. The findings show that differentiated content was implemented through student ability mapping, flexible grouping, adaptation of material complexity, multimodal learning resources, differentiated assignments, and formative assessment. Beginning learners received vocabulary and texts supported by pictures and explicit explanations, while more proficient students engaged with more complex texts and tasks. PowerPoint presentations, pictures, texts, and videos provided varied representations of learning content. Implementation challenges included differences in student abilities, classroom management, limited instructional facilities, and the additional time and creativity required to prepare differentiated materials. The study provides empirical evidence from Phase B madrasah ibtidaiyah and proposes a content-differentiation framework linking student readiness, material complexity, multimodal resources, learning tasks, and formative assessment.

Keywords: *differentiated content; Arabic language learning; Merdeka Curriculum; Phase B; madrasah ibtidaiyah*

Introduction

Arabic language learning in Islamic elementary education is situated within a distinctive pedagogical context. Arabic is not

merely taught as a foreign language but is also connected to students' access to Islamic texts, religious knowledge, and broader cultural understanding. Consequently, Arabic language

instruction at the elementary level requires learning experiences that are developmentally appropriate while simultaneously responding to differences in students' linguistic backgrounds and levels of readiness.

One of the fundamental challenges in Arabic language classrooms is the heterogeneity of learners. Students enter classrooms with different prior experiences, vocabulary knowledge, reading abilities, learning speeds, interests, and degrees of exposure to Arabic. A uniform instructional approach may therefore provide insufficient challenge for some students while creating excessive cognitive demands for others. This problem becomes particularly visible in elementary madrasah classrooms, where students' previous exposure to Arabic can vary considerably.

The principle of differentiated instruction has emerged as one pedagogical response to learner diversity. Differentiated instruction requires teachers to modify aspects of teaching and learning according to students' readiness, interests, and learning profiles. The approach does not mean that every student must receive an entirely different lesson. Rather, teachers organize variations in content, process, learning environment, and product while maintaining meaningful learning objectives.

Recent research confirms that differentiated instruction has become

an important area of educational research. Hu's systematic review of 61 empirical studies in K-12 education found that differentiated instruction has been widely implemented in primary school mathematics and language classrooms, with ability grouping among the most frequently reported practices. The review also highlighted the potential contribution of information technology to differentiated instruction while emphasizing that its effectiveness is influenced by multiple instructional and contextual factors.

A systematic review of differentiated instruction in Chinese primary and secondary education likewise demonstrates that differentiated instruction develops differently across educational contexts and is shaped by local pedagogical conditions. This finding reinforces the importance of studying differentiated instruction within specific institutional and cultural settings rather than assuming that a general model will operate identically across contexts.

The relevance of differentiated instruction is particularly evident in language education. A 2024 study in the *TESOL Journal* showed that teachers' understanding and practices are important in facilitating differentiated instruction for English learners, while teacher preparedness remains an important consideration. Research in EFL education has similarly emphasized the need to accommodate

differences in learner characteristics, interests, learning profiles, and readiness.

In Arabic language education, the issue has received increasing attention in recent years. Murtadho (2023) conceptualized differentiated Arabic language learning through content, process, and product, emphasizing the importance of assessment, student readiness, interests, and learning characteristics in instructional decision-making.

More recent research by Rahmawati et al. (2024) examined differentiated instruction as a form of Merdeka Belajar in Arabic language learning. Their study emphasizes diagnostic assessment as a starting point for mapping learner characteristics and explains that differentiation can be implemented through content, process, and product. However, the study is primarily a literature-based conceptual analysis rather than an empirical investigation of differentiated content in an elementary madrasah classroom.

Choliliyah et al. (2025) further discussed differentiated instruction strategies for Arabic classrooms with varying ability levels. Their study argues that content, process, and product can be adapted according to students' abilities, learning styles, and interests. Nevertheless, the research is based on literature study and proposes instructional strategies rather than documenting how teachers actually

enact content differentiation in a naturally occurring Phase B classroom.

Other empirical studies have examined differentiated Arabic instruction at different educational levels. Zulkarnain and Khoir (2023), for example, investigated differentiated learning among tenth-grade students at Madrasah Aliyah Negeri 2 Sragen through classroom action research. Their study reported improvement in students' Arabic learning outcomes following differentiated instruction. Meanwhile, Weri et al. (2025) investigated differentiated Arabic instruction at a vocational high school and identified visual, auditory, and kinesthetic learning profiles as a basis for organizing instructional groups.

Recent qualitative research has also examined differentiated Arabic instruction at the secondary level. Abas et al. (2026) studied differentiated instruction in the Merdeka Curriculum at an integrated senior high school and found that heterogeneous student backgrounds and levels of Arabic proficiency created distinctive instructional challenges. Balkist et al. (2026) similarly reported the implementation of differentiation in content, process, and product in an Islamic junior high school.

These studies demonstrate the growing interest in differentiated Arabic instruction. Nevertheless, three gaps remain.

First, much of the recent literature addresses differentiated

instruction as a general pedagogical strategy, rather than examining content differentiation as a distinct instructional practice. This distinction is important because content is the primary medium through which students encounter linguistic input.

Second, existing empirical studies predominantly focus on secondary education, higher education, or general conceptual discussions. Evidence from Phase B at the madrasah ibtidaiyah level remains comparatively limited.

Third, previous research often emphasizes outcomes, learning styles, or general instructional strategies. Less attention has been given to the actual mechanism through which teachers translate student differences into differentiated Arabic learning content, including material complexity, visual support, grouping, tasks, and formative assessment.

This study addresses these gaps by examining the implementation of differentiated content in Arabic language learning at Phase B in Madrasah Ibtidaiyah Terpadu Mutiara Assyifa, Bengkulu City. The study does not merely ask whether differentiated instruction is implemented. Rather, it examines how content is differentiated, what evidence is used by teachers to determine differentiation, what instructional resources are employed, and what constraints influence implementation.

The study therefore aims to answer two research questions: (1) How is differentiated content implemented in Arabic language learning at Phase B under the Merdeka Curriculum? and (2) What challenges are encountered by teachers and students in implementing differentiated content?

The significance of this study lies in its empirical focus on the elementary madrasah context. By examining naturally occurring classroom practices, the study seeks to contribute a more concrete understanding of differentiated content in Arabic language education and provide a practical framework that can be adapted by Arabic teachers working with heterogeneous learners.

Methods

Research Design

This research employed a qualitative descriptive design. The design was selected because the study sought to understand and describe the actual implementation of differentiated content in Arabic language learning within its natural school context.

The research was conducted at Madrasah Ibtidaiyah Terpadu Mutiara Assyifa, Bengkulu City, focusing on Arabic language learning in Grade IV, which belongs to Phase B within the Merdeka Curriculum framework.

Participants and Data Sources

The primary participants consisted of the Arabic language

teacher and Grade IV students. Supporting informants included the principal and the curriculum coordinator. These participants were selected because they possessed direct knowledge of curriculum implementation, instructional planning, classroom practices, and student learning experiences.

The original research documentation indicates that interviews were conducted with the Arabic language teacher and students, while the principal and curriculum coordinator provided supporting information regarding curriculum implementation and school-level instructional policies.

Data Collection

Three data collection techniques were employed: observation, interviews, and documentation. Observation was used to examine classroom activities, teacher-student interaction, grouping, learning materials, instructional media, classroom organization, and assessment practices. Interviews were used to explore teachers' and students' experiences of differentiated Arabic learning. Semi-structured interviews enabled the researcher to follow emerging themes while maintaining the focus of the study.

Documentation was used to examine school profiles, curriculum-related documents, instructional materials, student conditions, and documentation of learning activities.

The research documentation confirms the use of documentation to obtain information concerning the school's history, vision and mission, student conditions, organizational structure, teachers, and other research-related information.

Data Analysis

Data were analyzed through data reduction, data display, and conclusion drawing. Data from observations, interviews, and documents were compared to identify recurring patterns concerning differentiated content.

The credibility of findings was strengthened through triangulation of sources and techniques. Statements obtained from teachers and students were compared with classroom observations and documentary evidence.

Results and Discussion

Curriculum Context and the Emergence of Differentiated Content

The findings show that the implementation of the Merdeka Curriculum at the research site was carried out gradually. Curriculum preparation involved analysis of learning needs and objectives, development of the curriculum framework, determination of learning materials and competencies, and classroom implementation.

This curriculum context provides the institutional foundation for differentiated learning. Rather than

treating the curriculum as a fixed sequence of identical learning experiences, the school provides teachers with space to consider students' needs when preparing instruction.

The findings are consistent with the broader orientation of differentiated instruction under the Merdeka Curriculum. Rahmawati et al. (2024) argue that differentiated instruction begins with understanding students' characteristics and can subsequently be realized through differentiation of content, process, and product.

However, the findings also show that curriculum implementation is not uniform across all grades. Some classes continued to use the previous curriculum because of practical considerations, including previously purchased textbooks.

This finding is important because it demonstrates that curriculum reform is mediated by institutional resources and practical conditions. Differentiated instruction should therefore be understood not only as a pedagogical choice but also as a practice embedded within school-level realities.

Student Readiness as the Basis for Content Differentiation

One of the strongest findings is that the teacher does not provide exactly the same content to all students. Instead, the teacher observes students' understanding and subsequently

groups students according to their level of comprehension. The teacher explained that materials are adjusted according to observations of student understanding. After grouping, students receive materials corresponding to their abilities, while students who demonstrate stronger competence are provided with more challenging materials. This practice represents an important dimension of differentiated content because it establishes a relationship between student readiness and instructional input.

The finding is consistent with the conceptualization of differentiated instruction in contemporary Arabic language education. Rahmawati et al. (2024) emphasize diagnostic assessment as the starting point for mapping students' characteristics before teachers design differentiated learning. The finding also corresponds with Hu's systematic review, which identified ability grouping as one of the most common forms of differentiated instruction in K-12 education.

Nevertheless, the present study contributes a more specific insight: in the observed Arabic classroom, grouping is not merely an organizational mechanism. It directly determines the level and form of linguistic content received by learners. This distinction is significant. Grouping becomes pedagogically meaningful when it changes the instructional input provided to students rather than

merely changing where students sit or with whom they work.

Differentiating Arabic Content through Material Complexity

The clearest manifestation of content differentiation is found in the adjustment of material complexity. The teacher provides vocabulary or Arabic texts in different forms according to students' proficiency. Beginning students receive vocabulary supported by pictures, while more advanced students are exposed to texts with greater linguistic demands. This practice can be conceptualized as linguistic-content scaling, in which the teacher maintains a common learning direction while modifying the complexity of the input.

For Arabic language learning, this strategy is particularly relevant because students may differ considerably in their ability to recognize Arabic script, recall vocabulary, comprehend short sentences, and construct meaning from texts. Rather than assuming that all students can process identical linguistic input, the teacher provides scaffolding for students who need it and additional challenge for those who are ready for it.

The finding also adds nuance to previous research. Al-Khawaldeh and Shuqairat (2023), in a study involving 352 Arabic teachers in Jordan, found that teachers' overall differentiated instruction practices were moderate and that content differentiation was the least practiced among the four

dimensions examined: process, product, assessment, and content.

Against this background, the present case provides empirical evidence of specific content-differentiation practices in an Arabic classroom, particularly through the modification of vocabulary support and textual complexity.

Multimodal Representation of Arabic Learning Content

Differentiation in the observed classroom is not limited to changing the difficulty of materials. The teacher also varies how content is represented. The research data show the use of PowerPoint presentations, pictures, written texts, and videos. For elementary learners, multimodal representation can be particularly useful because abstract linguistic concepts can be connected with visual and contextual cues.

The use of pictures for vocabulary, for example, allows students to associate Arabic lexical items with concrete representations rather than relying exclusively on translation. PowerPoint provides structured visual presentation, while video can combine linguistic input with contextual and audiovisual cues. Recent research on Arabic teaching materials similarly emphasizes the importance of combining textual, audio, video, animation, and self-directed exercises in developing more engaging learning materials.

The present study therefore suggests that content differentiation in Arabic should not be conceptualized exclusively as “different materials for different students.” It can also mean different representations of related content. This distinction is particularly relevant for teachers working in classrooms where technological resources are available but not necessarily sufficient to provide completely individualized materials.

Differentiated Tasks and Student Participation

Content differentiation is also connected with task differentiation. Students do not always receive identical assignments. Instead, assignments are adapted according to students' level of understanding. The research documentation indicates that teachers provide learning tasks based on students' comprehension and provide opportunities for students to explain learning materials to peers. Students also undertake creative activities, including drawing objects such as houses or schools and associating them with Arabic vocabulary, as well as preparing introductory videos.

Although these activities extend beyond strict content differentiation into product and process differentiation, they demonstrate an important characteristic of the instructional model: content, process, and product cannot always be separated completely in classroom

practice. This finding supports contemporary conceptualizations of differentiated instruction as an interconnected system rather than a collection of isolated techniques. Hu's systematic review similarly emphasizes the interaction among instructional methods, content, tools, assessment, and learning outcomes.

Classroom Environment as a Supporting Condition

The findings show that classroom organization is also adjusted to support differentiated learning. The teacher arranges desks and chairs according to learning groups to facilitate group discussion. In some situations, a desk is positioned toward the wall for students who need greater concentration while reading.

The teacher also establishes learning agreements concerning attendance, participation, student responsibilities, behavior, and task completion. These practices demonstrate that differentiated content requires an appropriate learning environment. Providing different materials without managing classroom interaction can result in confusion or unequal participation.

Langelaan et al. (2024) found that school-level contextual factors can act as facilitators or impediments to differentiated instruction, while effective teacher preparation requires active learning, collaboration, reflection, and sustained professional development. The present study

reinforces this argument at the classroom level: content differentiation becomes more feasible when physical classroom organization and behavioral expectations support flexible learning arrangements.

Formative Assessment as a Feedback Mechanism

Assessment occupies an important position in the observed differentiated learning process.

The teacher uses questioning, short quizzes, classroom observation, and other forms of assessment to monitor students' understanding. Summative assessment is also used to evaluate learning at the end of the learning period.

This finding is theoretically significant because differentiation cannot be a one-time decision. Students' readiness changes during learning. Therefore, teachers need continuous evidence to determine whether a student requires reinforcement, additional scaffolding, or greater challenge.

Rahmawati et al. (2024) similarly place diagnostic assessment at the beginning of differentiated learning and emphasize the use of student information in designing differentiated content, process, and product. The present study extends this perspective by demonstrating the role of ongoing classroom assessment as a feedback mechanism connecting assessment with subsequent content decisions.

Challenges in Implementing Differentiated Content

Despite the practices identified above, differentiated content is not implemented without challenges.

Diversity of Student Ability

Student diversity is simultaneously the reason for differentiation and one of its major challenges. Teachers must continually monitor students' comprehension and determine appropriate material levels. In Arabic learning, differences in vocabulary mastery are particularly visible because students who have stronger prior exposure can progress more rapidly than beginners.

Classroom Management

Student interviews indicate that Arabic learning can be enjoyable but that classroom noise sometimes becomes a problem. Some students are more active and talkative, creating challenges for maintaining a focused learning environment. This finding is important because flexible grouping may increase interaction while simultaneously increasing the need for classroom-management skills.

Instructional Facilities

The study also identifies limitations in instructional facilities. Teachers attempt to compensate by utilizing available resources and developing materials creatively. The role of resources is also emphasized in recent differentiated instruction research. Hu's review identifies information technology tools and resources as

potentially empowering differentiated instruction.

Teacher Workload and Preparation

Preparing differentiated materials requires additional planning, creativity, and time. Teachers must identify student needs, prepare multiple representations of content, determine appropriate tasks, and conduct assessment.

Langelaan et al. (2024) emphasize that teacher preparation and professional development are important conditions for successful differentiation and that contextual factors can either facilitate or constrain implementation. Therefore, differentiated instruction should not be framed simply as an additional technique that individual teachers must implement independently. It requires institutional support, professional development, access to resources, and realistic planning expectations.

Discussion

The findings allow the implementation at MIT Mutiara Assyifa to be conceptualized as a five-stage content-differentiation process:

student readiness → flexible grouping → content adaptation → multimodal learning resources → formative assessment and adjustment.

The first stage involves identifying student readiness. The

second involves grouping students flexibly based on current understanding. The third modifies the complexity or form of Arabic content. The fourth provides alternative representations through pictures, texts, PowerPoint, and videos. The fifth uses assessment evidence to determine subsequent instructional adjustments.

This framework represents the principal theoretical contribution of the study. Previous literature generally discusses differentiated instruction through the dimensions of content, process, product, and assessment. The present research provides a more specific mechanism for the content dimension in Arabic learning at the elementary level.

The framework also responds to findings from previous studies. Rahmawati et al. (2024) emphasize diagnostic assessment, while Choliliyah et al. (2025) discuss content adaptation according to learner differences. The present study connects these principles to actual classroom practices involving Arabic vocabulary, texts, pictures, videos, grouping, tasks, and assessment.

The contribution can therefore be represented as follows:

Stage	Teacher Action	Differentiated Content Implication
1	Identify readiness	Determine students'

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		current linguistic level
2	Flexible grouping	Organize students according to current learning needs
3	Adapt content	Adjust vocabulary, text complexity, explanation, and scaffolding
4	Vary representation	Use pictures, PPT, texts, and videos
5	Assess and adjust	Use evidence to provide reinforcement or greater challenge

The framework should not be interpreted as a rigid sequence. Rather, it is cyclical. Assessment can lead teachers back to readiness mapping, resulting in regrouping and further content adaptation. This cyclical character is particularly important in language learning because students' linguistic competence can change rapidly through repeated exposure and practice.

Conclusion

This study demonstrates that differentiated content in Phase B Arabic language learning at Madrasah Ibtidaiyah Terpadu Mutiara Assyifa is implemented through a combination of student readiness mapping, flexible

grouping, adaptation of material complexity, multimodal representation, differentiated tasks, and formative assessment.

The most visible content-differentiation practice involves adjusting Arabic learning materials according to students' level of understanding. Beginning learners receive vocabulary and textual materials supported by pictures and more explicit assistance, whereas more advanced learners receive more challenging texts and activities. The teacher also uses PowerPoint, pictures, texts, and videos to provide varied representations of learning content.

The findings contribute to the literature by providing empirical evidence from the elementary madrasah context, an area that remains less represented in recent research on differentiated Arabic language learning. The study proposes a practical framework linking student readiness, flexible grouping, content adaptation, multimodal resources, and formative assessment.

However, implementation is constrained by heterogeneous student abilities, classroom-management challenges, limited facilities, and the additional time and creativity required for differentiated material preparation. Therefore, the sustainability of differentiated Arabic instruction requires not only individual teacher initiative but also institutional support through professional development,

instructional resources, collaborative planning, and appropriate assessment systems.

Future research should examine the framework across multiple madrasah and employ longitudinal or mixed-method designs to investigate how differentiated content influences Arabic language proficiency, student engagement, and learning equity.

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