



Understanding Fiqh Bid'ah in the Context of Ahlussunnah Wal Jamaah Moderation: A Case Study at Universitas Sunan Giri Surabaya

Mochammad Busyro Nurul Furqon¹, Yuliastutik²

^{1,2} Universitas Sunan Giri Surabaya, Indonesia

✉ cakbusz27@gmail.com

Article Information:

Received April 28, 2025

Revised May 10, 2025

Accepted June 30, 2025

Keywords: *Fiqh of Bid'ah, Religious Moderation, Ahlussunnah Wal Jamaah, Amaliyah.*

Abstract

Ahlussunnah Wal Jamaah (Aswaja), as the majority in Indonesia, offers a moderate approach that distinguishes between good bid'ah (innovative innovation) and reprehensible bid'ah (innovative innovation). Furthermore, Aswaja also recognizes five categories of sharia law for assessing bid'ah: obligatory, forbidden, recommended, makruh, and permissible. This article examines the understanding of students at Sunan Giri University Surabaya (Unsuri) regarding the jurisprudence of bid'ah within the framework of Ahlussunnah Wal Jamaah (Aswaja) moderation. The phenomenon of differing views regarding bid'ah often becomes a source of division among Muslims. This study aims to describe the perceptions and understanding of Unisla students regarding the concepts of bid'ah hasanah and bid'ah madzmumah, and their implications for their attitudes of religious moderation. Using a descriptive qualitative approach, this study identifies that a comprehensive understanding of the jurisprudence of bid'ah, as taught in the Aswaja tradition, plays a significant role in shaping moderate and tolerant attitudes among students. The findings indicate variations in understanding that need to be addressed through ongoing educational programs.

INTRODUCTION

Bid'ah, which literally means something new in religious practice, continues to be a classic and relevant issue in contemporary Islamic studies. Differing views on bid'ah often trigger polarization, ranging from those who consider all new practices to be heretical to those who permit innovation as long as it complies with sharia (Fasadena And al., 2023; Amirullah And al., 2022). In the current context, extremism in rejecting heresy can undermine religious moderation and even trigger social friction in society and educational institutions (Amirullah And al., 2022; Fajar And al., 2024).

Ahlussunnah Wal Jamaah (Aswaja), as the majority in Indonesia, offers a moderate approach that distinguishes between good bid'ah (innovative innovation) and reprehensible bid'ah (innovative innovation). Furthermore, Aswaja also recognizes five categories of sharia law for assessing bid'ah: obligatory, forbidden, recommended, makruh, and permissible (Lusiana, 2024; Yanti And al., 2023). This approach enables people to be wise, adaptive to changing times, and maintain the value of tolerance.

How to cite:

Furqon, M.B.N., Yuliastutik, Y (2025). Understanding Fiqh Bid'ah in the Context of Ahlussunnah Wal Jamaah Moderation: A Case Study at Universitas Sunan Giri Surabaya. *Journal of Multidisciplinary Research of Education*, 1(1), 64-72.

E-ISSN:

3109-0303

DOI:

<https://doi.org/10.34125/jomre.v1i1.18>

Published by:

Journal of Multidisciplinary Research of Education

Etymologically, bid'ah means 'something new' (bada'a), but in the context of sharia, its meaning has evolved into a legal assessment of something new. This definition has received support from many classical scholars and is reaffirmed in contemporary Aswaja studies (Lusiana, 2024; Amirullah And al., 2022). This concept of heresy classification is then contextualized in moderate fiqh as examined in several studies on religious moderation on campuses and religious institutions (Fasadena And al., 2023; Fajar And al., 2024).

In contemporary Islamic jurisprudence studies, innovative practices such as congregational tarawih prayers or the compilation of Quranic manuscripts are considered a bridge between tradition and the needs of the times, while innovative practices that directly contradict Islamic law must be rejected (Lusiana, 2024). This approach is clearly different from some literalist groups that maintain puritanism in Islamic jurisprudence, although some of Ibn Taymiyyah's opinions are still accommodated within a moderate framework (Yanti, 2014). And al., 2023).

Referring to the trend of moderation in Islamic education, Aswaja emphasized the importance of credible and moderate sources of knowledge so that students are not easily influenced by extreme views, in line with the recommendations of scholars including Imam Malik not to learn from heretical groups (Lusiana, 2024; Amirullah And al., 2022).

This study aims to analyze the extent of students' understanding of the concept of fiqh bid'ah from the Aswaja perspective at Sunan Giri University Surabaya, as well as its implications for religious moderation. By examining the campus environment as an intellectual arena for students, this study seeks to examine the relationship between the theory of moderate fiqh bid'ah and tolerance amidst diverse religious practices.

METHODS

This study uses a qualitative approach with a descriptive design, as its primary focus is to uncover students' understanding and perceptions of fiqh bid'ah and its implications for religious moderation. This approach was chosen to provide an in-depth description of the phenomenon under study based on empirical data from the field.

Data were collected through a series of techniques during the Field Experience Practice (PPL) at Sunan Giri University, Surabaya. The primary technique used was participant observation, in which the researcher was directly involved in various campus activities, particularly religious ones such as routine Aswaja studies, Islamic discussions, and commemorations of Islamic holidays.

In addition, researchers conducted informal interviews with several students from various departments who are active in religious organizations such as the Campus Da'wah Institute (LDK), the Aswaja Student Activity Unit (UKM Aswaja), and the Islamic Religious Education Student Association (Himpunan Mahasiswa Departement PAI). These informal conversations occurred naturally during campus activities, including in the cafeteria, organizational spaces, and during study sessions. Small group discussions were also conducted spontaneously to explore students' opinions on the issue of heresy and how they interpret certain religious practices in their daily lives.

Researchers also analyzed documents such as study minutes, religious activity brochures, presentation materials from student organizations, and recordings of lectures from lecturers in the Aswaja development program. These documents provide a snapshot of the dominant religious narrative and the direction of Islamic development on campus.

The research subjects were students from Sunan Giri University, Surabaya, who actively participated in campus religious activities, both from Islamic boarding schools and public schools. Subjects were selected purposively, taking into account students' involvement and reflective capacity regarding fiqh and religious issues.

The data obtained were then analyzed using thematic analysis techniques, grouping them based on key themes such as understanding the definition of bid'ah, legal

classifications, attitudes toward frequently debated practices, and their relationship to religious moderation. The results of the analysis were then presented descriptively to illustrate general patterns and variations in understanding that emerged among students.

RESULT AND DISCUSSION

Based on the researcher's direct observation and involvement during the Field Experience Practice (PPL) at Sunan Giri University, Surabaya, it was found that students' understanding of the fiqh of bid'ah varies greatly, depending on their educational background, level of involvement in campus religious organizations, and the influence of the social environment and media. In general, the majority of students have a basic understanding of the concept of bid'ah in the Ahlussunnah Wal Jamaah tradition, especially the division between bid'ah hasanah and bid'ah madzmumah. However, understanding of more detailed classifications, such as the division of bid'ah into five categories of taklifi law, is still uneven.

a. Understanding the Definition and Division of Bid'ah

Of the 18 students informally interviewed and observed during the Aswaja study, 14 (approximately 78%) were able to explain that bid'ah is something new in religious matters that the Prophet Muhammad (peace be upon him) did not explicitly commit. The majority of them stated that not all bid'ah is bad and recognized the classification between praiseworthy and reprehensible bid'ah. A third-semester Islamic Religious Education student said, "We can't just say it's bid'ah, because we have to consider its purpose. If it's good and doesn't conflict with sharia, then it can be a hasanah bid'ah."

However, only about 6 students (33%) were able to correctly name the five classifications of bid'ah according to Izzuddin bin Abdissalam, namely obligatory, forbidden, recommended, makruh, and permissible bid'ah. Most of those who mastered this division were active in the Aswaja Student Activity Unit (UKM) and frequently attended routine NU studies. For example, in a post-study discussion held at the campus mosque, an Aswaja student activity unit administrator mentioned examples of obligatory bid'ah, such as studying grammar, and recommended bid'ah, such as saying the adhan twice during Friday prayers.

In contrast, students from non-pesantren backgrounds or those not active in religious organizations tend to only understand bid'ah in general terms and sometimes confuse it with the meaning of deviant. A second-semester student from the Islamic Religious Education Study Program said, "I'm not sure about tahlilan or maulid, because I've heard that they didn't exist during the Prophet's time."

b. Perceptions of Amaliyah that are Often Debated

One particularly interesting aspect of this observation is how students view frequently debated religious practices such as tahlilan (religious gatherings), grave visits, and the Prophet's birthday (mawlid). Observations of two campus studies and one Prophet's birthday celebration held by the Student Senate revealed that the majority of students accept these practices as part of Islamic culture and in accordance with Islamic law.

In informal interviews, 12 of 18 students (67%) stated that tahlilan is a form of communal prayer that contains goodness and strengthens relationships. They consider it a hasanah innovation (bid'ah hasanah) because it does not conflict with Islamic teachings and actually strengthens the value of brotherhood. A student from Madura added, "In my village, tahlilan actually brings the community together. So it's not a problem, it's even good."

However, around four students (22%) expressed doubts or objections to practices such as celebrating the Prophet's birthday. They admitted to having been influenced by preaching content on social media that described the birthday as a

misleading and heretical practice. This suggests that narratives from outside the campus, particularly digital media, influence the thinking of some students.

c. Implications for Religious Moderation

Understanding the jurisprudence of bid'ah (Islamic jurisprudence) has significant implications for students' religious attitudes within the context of tolerance and moderation. From discussions and observations during internships, it was apparent that students who comprehensively understand the concept of bid'ah tend to be more inclusive, less judgmental, and more open to differences.

For example, in a cross-student organization discussion, students from UKM Aswaja and LDK discussed tahlilan (religious recitation). Despite differing opinions, the discussion proceeded with mutual respect. This demonstrates that moderation stems not only from an understanding of Islamic jurisprudence (fiqh), but also from an openness to dialogue and a habit of deliberation.

In contrast, students who demonstrated a narrow understanding of bid'ah tended to be exclusive. In a casual discussion in the library, a student stated that all religious practices not practiced by the Prophet should be rejected. When asked about the publication of Quranic manuscripts and the use of loudspeakers in mosques, he appeared hesitant and eventually admitted that "maybe not everything new is wrong."

d. Factors Influencing Understanding

From the results of observations and interviews, several main factors were found that influence students' understanding of fiqh bid'ah:

- 1) Educational background: Students who graduated from Islamic boarding schools tend to be more familiar with the division of bid'ah, and have direct references from yellow books or traditional scholars.
- 2) Campus religious organizations: Involvement in the Aswaja Student Activity Unit (UKM) and the Islamic Student Council (LDK) plays a crucial role in shaping student understanding. Regular activities such as halaqah (Islamic gatherings), book discussions, and da'wah training reinforce the narrative of moderation.
- 3) The role of lecturers: Lecturers in Aswaja courses often insert material on fiqh bid'ah in a contemporary context, and encourage students to think critically and not be easily influenced by extreme religious narratives.
- 4) Social media and online studies: Some students admit to being influenced by religious figures on YouTube and TikTok. Unfortunately, not all of the content they consume is moderate.

e. Discussion and Relation to Literature Review

These field findings reinforce the theory discussed in the literature review, particularly regarding the importance of the jurisprudence framework of bid'ah in the Ahlussunnah wal Jamaah tradition. The division between bid'ah hasanah and madzmumah, as formulated by Imam Syafii and expanded upon by Izzuddin bin Abdissalam, is relevant for application in religious life in the modern era.

Students who understand this framework are better able to be objective, less easily trapped by heretical claims, and more open to different religious practices. This aligns with the findings of Amirullah et al. (2022) that a contextual understanding of fiqh encourages moderate attitudes among the younger generation of Muslims. Therefore, developing an understanding of fiqh and bid'ah within the Aswaja framework is key to strengthening religious moderation in Islamic higher education.

CONCLUSIONS

This study found that Sunan Giri University Surabaya students' understanding of the jurisprudence of bid'ah plays a significant role in shaping their religious attitudes, particularly in terms of moderation and tolerance. The majority of students have grasped the basic concept of bid'ah from the perspective of Ahlussunnah Wal Jamaah, particularly the division between hasanah bid'ah and madzmumah bid'ah. However, a deeper

understanding of the classification of bid'ah based on the five laws of sharia remains unequal, especially among students who are less involved in campus religious activities. These findings indicate that students with a comprehensive understanding of the jurisprudence of bid'ah tend to be more moderate, open to differences in practice, and less judgmental of others' religious practices. Conversely, a narrow understanding has the potential to give rise to exclusive and intolerant attitudes. Therefore, strengthening the understanding of the jurisprudence of bid'ah based on the Aswaja method is an important element in shaping the moderate character of students as a generation of Muslim intellectuals who are wise in diversity.

REFERENCES

- Amirullah, A. And al. (2022). *Moderation of Islamic jurisprudence in Indonesia*. AlBayyinah.
- Alwaan, A. Z., & T, N. A. (2024). Dakwah Strategy in The Modern Era. *INJIES: Journal of Islamic Education Studies*, 1(1), 28–34. Retrieved from <https://injies.unimika.ac.id/index.php/injies/article/view/4>
- Aziz, M., 'Arif, M., Alwi, M. F., & Nugraha, M. N. (2024). Improving The Quality of Education Through Optimizing the Educational Administration System at The An-Nur Islamic Education Foundation. *INJIES: Journal of Islamic Education Studies*, 1(1), 5–15. Retrieved from <https://injies.unimika.ac.id/index.php/injies/article/view/2>
- Abiyusuf, I., Hafizi, M., Pakhrurrozi, P., Saputra, W., & Hermanto, E. (2024). Critical Analysis of The Rejection of Richard Bell's Thoughts on The Translation of The Qur'an in The Context of Orientalism. *INJIES: Journal of Islamic Education Studies*, 1(2), 48–60. <https://doi.org/10.34125/injies.v1i2.6>
- Amir, A., Afnita, A., Zuve, F. O., & Erlianti, G. (2024). Education and Application of Digital Media in Creation and Documentation Artery Based Service Letter. *JERIT: Journal of Educational Research and Innovation Technology*, 1(1), 36–42. Retrieved from <https://jerit.unimika.ac.id/index.php/jerit/article/view/5>
- Anwar, C., Septiani, D., & Riva'i, F. A. (2024). Implementation Of Curriculum Management Of Tahfidz Al-Qur'an at Al-Qur'an Islamiyah Bandung Elementary School. *INJIES: Journal of Islamic Education Studies*, 1(2), 91–96. <https://doi.org/10.34125/injies.v1i2.11>
- Amrulloh, N. M. A. G. (2024). Educator Recruitment Management in Improving Student Quality at Dwiwarna Parung High School. *JERIT: Journal of Educational Research and Innovation Technology*, 1(2), 80–90. <https://doi.org/10.34125/jerit.v1i2.9>
- Adeoye, M. A., & Otemuyiwa, B. I. (2024). Navigating the Future: Strategies of EdTech Companies in Driving Educational Transformation. *JERIT: Journal of Educational Research and Innovation Technology*, 1(1), 43–50. Retrieved from <https://jerit.unimika.ac.id/index.php/jerit/article/view/10>
- Baroud, N., Alouzi, K., Elfzzani, Z., Ayad, N., & Albshkar, H. (2024). Educators' Perspectives on Using (AI) As A Content Creation Tool in Libyan Higher Education: A Case Study of The University of Zawia. *JERIT: Journal of Educational Research and Innovation Technology*, 1(2), 61–70. <https://doi.org/10.34125/jerit.v1i2.12>
- Bustan, B.A., Fanani, Z., & Mohamed, F.A.E. (2025). Data Monetization, Qris Centralization, And The Challenge Of Sharia Value Integration In Indonesia's Digital Payment System. *Al-Mubasib: Journal Of Islamic Accounting And Finance*, 5 (1), 21–54.
- Darmalaksana, W. (2022). *Philosophy and Politics of Islamic Law in Islamic Banking*. Indonesian Publication Center.
- Daruhadi, G., & Sopiati, P. (2024). Research Data Collection. *J-Ceki: Journal of Scientific Scholars*, 3 (5), 5423–5443.
- Dawis, AM, Wardhani, RS, Nurlette, H., Widyaprawati, R., Milasari, LA, Zaenudin, M., ... Kholisatul'Ulya, N. (2024). *Practical Guide to Variable Analysis for Researchers*. Tohar Media. *Social Research Methods*. Cendikia Mulia Mandiri.
- Djawas, M., & Devy, S. (2022). *Islamic Sharia and Global Challenges: A Portrait of Local*

Phenomena in Aceh and the Influence of Information Technology Advances. Aceh Islamic Sharia Service.

- Efendi, E., Ramadhani, R., Kamil, R. A., & Rahman, I. (2024). THE EFFECT OF BUILDING THE ISLAMIC CHARACTER OF STUDENTS AT WISMA PADANG STATE UNIVERSITY. *Jurnal Kepemimpinan Dan Pengurusan Sekolah*, 7(3), 271–280. Retrieved from <https://ejurnal.stkip-pessel.ac.id/index.php/kp/article/view/153>
- Efendi, E., Ridha, A., Zahara, A., & Rudiamon, S. (2023). Teacher Strategies for Increasing Students' Interest in Religious Learning. *Al-kayyis: Journal of Islamic Education*, 1(1), 31–36.
- Fajar, M., Ilyas, M., & Siddiq, A. A. (2024). *Islamic jurisprudence in Indonesia: the construction of moderation*. COMPOUND.
- Façade, N. And al. (2023). *The concept of religious moderation in tarbawi interpretation*. AlAdabiyah.
- Handoko, Y., Wijaya, HA, & Lestari, A. (2024). *Qualitative Research Methods A Practical Guide for Educational Administration Research*. Pt. Sonpedia Publishing Indonesia.
- Hidayat, MR, Ramadhani, I., & Huda, N. (2023). Construction of Islamic Consumption Theory and Ethics as a Manifestation of Monzer Kahf's Economic Thought. *Scientific Journal of Islamic Economics*, 9 (2), 2461–2469.
- Hidayatullah, S., Alvianna, S., Sugeha, AZ, & Astuti, W. (2022). Model Of Information Systems Success Delone And Mclean In Using Pedulilindungi Application In The Tourism Sector Of Malang City. *Jurnal Pariwisata Pesona*, 7 (1), 49–57.
- Hidayatullah, R. R., Kamali, M. F., & T, . N. A. (2024). Innovative Dakwah Strategies Through Social Media: Case Study of Islamic Communication Approaches in Indonesia. *INJIES: Journal of Islamic Education Studies*, 1(1), 16–27. Retrieved from <https://injies.unimika.ac.id/index.php/injies/article/view/3>
- Hardika, J., Iskandar, M. Y., Hendri, N., & Rahmi, U. (2024). Pengembangan Media Pembelajaran Interaktif Berbasis Android Untuk Pembelajaran Ilmu Pengetahuan Alam Kelas VIII SMP. *Jurnal Kepemimpinan Dan Pengurusan Sekolah*, 9(2), 197–205. <https://doi.org/10.34125/jkps.v9i2.491>
- Iskandar, M. Y. (2024). Implementasi Teori Belajar Behavioristik dalam Proses Pembelajaran Abad 21. *Murabby: Jurnal Pendidikan Islam*, 7(1), 57–70. <https://doi.org/10.15548/mrb.v7i1.3477>
- Iskandar, M. Y., Aisyah, S., & Novrianti, N. (2024). Pengembangan Computer Based Testing Menggunakan Aplikasi Kahoot! Untuk Evaluasi Pembelajaran. *Jurnal Kepemimpinan Dan Pengurusan Sekolah*, 9(2), 218–226. <https://doi.org/10.34125/jkps.v9i2.493>
- Iskandar, M. Y., Azira, V., Nugraha, R. A., Jasneli, I., Rahmanda, R., & Putra, A. E. (2024). Advancing Educational Practices: Implementation and Impact Desain Grafis in Education. *International Journal of Multidisciplinary Research of Higher Education (IJMURHICA)*, 7(2), 98–107. <https://doi.org/10.24036/ijmurhica.v7i2.216>
- Iskandar, M. Y., Hendra, H., Syafril, S., Putra, A. E., Nanda, D. W., & Efendi, R. (2023). Developing Interactive Multimedia for Natural Science in High School. *International Journal of Multidisciplinary of Higher Education*, 6(3), 128–135.
- Iskandar, M. Yakub (2021) *Pengembangan Multimedia Interaktif Berbasis Flash pada Mata Pelajaran Pendidikan Agama Islam dan Budi Pekerti Kelas IX SMP*. Skripsi thesis, Universitas Negeri Padang.
- Iskandar, M. Y., Bentri, A., Hendri, N., Engkizar, E., & Efendi, E. (2023). Integrasi Multimedia Interaktif Berbasis Android dalam Pembelajaran Agama Islam di Sekolah Dasar. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7(4), 4575–4584.
- Islam, I., & Ishaq, M. (2024). Development of Journalism Development Strategies in The Digital Era at Darul Mukhlisin High School. *JERIT: Journal of Educational Research and Innovation Technology*, 1(2), 71–79. <https://doi.org/10.34125/jerit.v1i2.11>
- Iskandar, M. Y., Nugraha, R. A., Halimahturrafiah, N., Amarullah, T. A. H., & Putra, D. A.

- (2024). Development of Android-Based Digital Pocketbook Learning Media in Pancasila and Citizenship Education Subjects For Class VIII SMP . *JERIT: Journal of Educational Research and Innovation Technology*, 1(2), 51–60. <https://doi.org/10.34125/jerit.v1i2.13>
- Iswandi, I., Syarnubi, S., Rahmawati, U., Lutfiyani, L., & Hamrah, D. (2024). The Role of Professional Ethics Courses in Producing Prospective Islamic Religious Education Teachers with Character. *INJIES: Journal of Islamic Education Studies*, 1(2), 71–82. <https://doi.org/10.34125/injies.v1i2.9>
- Ilham, M. (2023). *Evaluation of the Use of Digital Bank Information Systems Using the Delone & Mclean Approach* . Islamic University of Indonesia.
- Ilhami, MW, Nurfajriani, WV, Mahendra, A., Sirodj, RA, & Afgani, MW (2024). Application of Case Study Method in Qualitative Research. *Scientific Journal of Wahana Pendidikan* , 10 (9), 462–469.
- Imam, SH (2022). *Analysis of Perceived Usefulness, Perceived Ease of Use, Trust, and Sharia Financial Literacy on the Adoption of Sharia Fintech by MSMEs* . Uin Raden Intan Lampung.
- Jailani, MS (2023). Data Collection Techniques and Scientific Research Instruments in Education in Qualitative and Quantitative Approaches. *Ihsan: Journal of Islamic Education* , 1 (2), 1–9.
- Kafabih, AF (2024). *Analysis of User Acceptance of Mymrtj Application System Using Technology Acceptance Model (Tam) and Delone Mclean Information System Success Model* . Faculty of Science and Technology Uin Syarif Hidayatullah Jakarta.
- Kaukabi, AA (2024). *Evaluation of User Satisfaction of Online Public Access Catalogue (Opac) Using End User Computing Satisfaction (Eucs) Method in Hafshawaty Zainul Hasan University Library* . State Islamic University of Maulana Malik Ibrahim.
- Kusumastuti, SY, Anggraeni, AF, Rustam, A., Desi, DE, & Waseso, B. (2025). *Research Methodology: Qualitative and Quantitative Approaches* . Pt. Sonpedia Publishing Indonesia.
- Khofi, M. B., & Santoso, S. (2024). Optimize the Role of The State Islamic High School (MAN) Bondowoso Principal in Promoting Digital-Based Learning. *JERIT: Journal of Educational Research and Innovation Technology*, 1(2), 91–102. <https://doi.org/10.34125/jerit.v1i2.7>
- Khubab, A. I., & Jaya, A. I. A. (2024). Implementation of Quality Education at the Darul Falah Amsilati Islamic Boarding School. *INJIES: Journal of Islamic Education Studies*, 1(1), 1–4. Retrieved from <https://injies.unimika.ac.id/index.php/injies/article/view/1>
- Kustati, M., Indra, R., Efendi, Ritonga, M., Nelmawarni, Yulia, & Karni, A. (2023). The effect of national insight and religious moderation on radical behavior of secondary school students. *Education Research International*, 2023(1), 2919611.
- Lusiana, H. (2024). *Religious moderation education based on Ahlussunnah Wal Jama'ah*. AnNashr.
- Mariana, M., Ramadana, SW, & Rahmaniari, R. (2024). Revealing the Challenges and Impacts of Islamic Financial Literacy on Acehese Community Participation in Islamic Banking: Literature Review. *Sigli Social Humanities Journal* , 7 (2).
- Marselina, L., Kaniawulan, I., & Singasatia, HD (2022). Analysis of Brimo Application Success Using the Delone and Mclean Model Approach. *Journal of Informatics, Technology and Science (Jinteks)* , 4 (3), 193–198.
- Mahfudloh, R. I., Mardiyah, N., Mulyani, C. R., & Masuwd, M. A. (2024). Management Of Character Education in Madrasah (A Concept and Application). *INJIES: Journal of Islamic Education Studies*, 1(1), 35–47. Retrieved from <https://injies.unimika.ac.id/index.php/injies/article/view/5>
- Young, MAM, Kartika, R., & Isnaini, VA (2023). Application of the Principle of Justice of the Qur'an in Organizational Management Information Systems. *Journal of Collaboration of Science and Applied Sciences* , 2 (1), 1–7.
- Muharsyah, A., & Ekawati, RK (2021). Analysis of the Influence of Information Quality,

- System Quality and Service Quality on User Satisfaction on the Tokopedia Application Using the Delone and Mclean Model in Palembang City. *Jusitik: Journal of Information Communication Systems and Technology*, 4 (2), 20–27.
- Mukhlis, OS (2025). *Legal System and Implementation of Islamic Economic Law in Islamic Financial Institutions*. Widina Publisher.
- Mulawarman, AD (2022). *Uncovering Sharia Accounting Reconstruction of Sharia Accounting Technology From Discourse to Action*. Peneleh Publisher.
- Meisyyi, R., Arisma, N., Wahyuni, R. P., Iskandar, M. Y., & Samsurizal, S. (2023). Analysis Student Understanding Stage in Using Learning Media Apps Canva. *Al-Hashif: Jurnal Pendidikan dan Pendidikan Islam*, 1(2), 117–125.
- Muslan, M., Kaewkanlaya, P., Iskandar, M. Y., Hidayati, A., Sya'bani, A. Z., & Akyuni, Q. (2023). Making Use of Ispring Suite Media in Learning Science in Junior High Schools. *International Journal of Multidisciplinary Research of Higher Education*, 6(4), 181–187.
- Nugraha, R. A., & Iskandar, M. Y. (2024). Development of Video Tutorials as A Media for Learning Graphic Design in Vocational High Schools. *JERIT: Journal of Educational Research and Innovation Technology*, 1(1), 1–11.
- Nashrullah, M., Maharani, O., Rohman, A., Fahyuni, EF, & Untari, RS (2023). Educational Research Methodology (Research Procedures, Research Subjects, and Development of Data Collection Techniques). *Umsida Press*, 1–64.
- Niesa, C., Aponno, JC, Palyama, DG, Tamtelahitu, TM, Pelupessy, PR, Salenussa, MG, ... Tomasila, G. (2025). *Management Information System*. Serasi Media Technology.
- Nurhayati, F., Yandi, L., Sausan, NSQ, & Malik, A. (2025). Product Innovation and Service Digitalization at Islamic Pawnshops in the Digital Economy Era: Introduction, Research Method, Study Theory, Research Results and Discussion, Conclusion. *Scientific Journal of Economics and Management*, 3 (5), 175–186.
- Rahardja, U., Silvia, P., Hakiki, S., & Devi, L. (2025). The Influence Of Sharia Principles On Management And Quality Of Educational Governance. *Mentari Journal: Management, Education And Information Technology*, 3 (2), 108–117.
- Ramadhanti, NN (2022). *Ta: Application of Delone and Mclean Models to Analyze the Success of the E-Learning Website of Muhammadiyah 2 Sidoarjo High School*. Dinamika University.
- Rifa'i, Y. (2023). Analysis of Qualitative Research Methodology in Data Collection in Scientific Research in the Preparation of Mini Research. *Innovative and Cultured Scholars*, 1 (1), 31–37.
- Risal, Z., Hakim, R., & Abdullah, AR (2023). *Research and Development Methods Research And Development (R&D) – Concepts, Theories, and Research Designs*.
- Saefullah, AS (2024). Various Literature-Based Qualitative Research on the Study of Religion and Religiousness in Islam. *Al-Tarbiyah: Journal of Islamic Education*, 2 (4), 195–211.
- Salsabilla, NP, & Very, J. (2025). Analysis of Information System Success in Corporate Management Using the Delone and Mclean Model. *Pesbum: Journal of Education, Social and Humanities*, 4 (3), 3831–3837.
- Sarnoto, AZ, & Pdi, M. (2025). *Islamic Education Management: Integration of Spiritual Values and Institutional Innovation*. Takaza Innovatix Labs.
- Sundara, WC, Se, MM, Luthfia Rohimah, ST, Kom, M., & Susan Rachmawati, SE (2025). *Financial Management in the Digital Era: Optimizing Opportunities and Facing Disruption*. Takaza Innovatix Labs.
- Saputra, W., Akbar, A., & Burhanuddin, B. (2024). Modernization of Da'wah Methods in Fostering Interest Among Young Generation (Case Study QS. Al-Ahzab Verse 46). *INJIES: Journal of Islamic Education Studies*, 1(2), 61–70. <https://doi.org/10.34125/injies.v1i2.7>
- Septiani, D., Nugraha, M. S., Efendi, E., & Ramadhani, R. (2024). Strengthening Tuition Governance Towards Transparency and Accountability at Ummul Quro Al-Islami Modern Boarding School Bogor. *INJIES: Journal of Islamic Education Studies*, 1(2), 83–

90. <https://doi.org/10.34125/injies.v1i2.10>
- Syamsiah, S., Parmitasari, RDA, & Syariati, A. (2025). Integration of Sharia Values in Human Resource Planning and Management: A Literature Study. *Assyarikab: Journal of Islamic Economic Business*, 6 (1), 127–144.
- Wulandari, V. D., Putri, C. T., Ramadhany, N. F., & Iskandar, M. Y. (2022). Teachers' Efforts in Improving Students' Reading the Qur'an. *International Journal of Multidisciplinary Research of Higher Education (IJMURHICA)*, 5(2), 67-75.
- Yelliza, M., Yahya, M., Iskandar, M. Y., & Helmi, W. M. (2023). FIVE METHODS MENTORING ISLAMIC RELIGION IN DEVELOPING STUDENTS'DIVERSITY ATTITUDES IN HIGH SCHOOLS. *Jurnal Kepemimpinan dan Pengurusan Sekolah*, 8(3), 220-229.
- Yulinda, AWT, Ubaidillah, A., & Anang, Y. (2022). Analysis of Information System Success Using the Delone & Mclean Information System Success Model Approach. *National Official Statistics Seminar*, 2022 (1), 1283–1294.
- Yanti, Y., Cahyono, Y. N., & Hayani, A. (2023). *Study of religious moderation in the digital era. Overview*.
- Zafari, K. A., & Iskandar, M. Y. (2024). Interactive Multimedia Development With The Autorun Pro Enterprise Ii Application Version 6.0 In Ict Guidance In Secondary Schools. *JERIT: Journal of Educational Research and Innovation Technology*, 1(1), 20-26. <https://doi.org/10.34125/jerit.v1i1.3>

Copyright holder:

© Furqon, M.B.N., Yuliastutik, Y

First publication right:

Journal of Multidisciplinary Research of Education

This article is licensed under:

CC-BY