

## Implementing Integrated Holistic Education System (IHES) for Character Building at Seven Skies International School in Selangor, Malaysia

Toni Arianto<sup>1</sup>, Imam Prayogo<sup>2</sup>, Bakhruddin Fannani<sup>3</sup>, Ahmad Barizi<sup>4</sup>

<sup>1,2,3,4</sup>UIN Maulana Malik Ibrahim Malang, Indonesia

Email: [sib9atullahi@gmail.com](mailto:sib9atullahi@gmail.com)

ARTICLE INFO	ABSTRACT
<p><b>Keywords:</b> Holistic Education, Character, IHES, Seven Skies International School, Islamic Education</p>	<p><i>The modern educational system emphasizes not only the intellectual development of students but also the formation of moral and social character. Traditional educational systems are often perceived as inadequate in meeting the demands of globalization, technological advancement, and social change. Seven Skies International School adopts the Integrated Holistic Education System (IHES) to address these needs by incorporating intellectual, emotional, spiritual, and physical aspects into student learning. The primary challenge in implementing IHES is maintaining a balance between academic achievement and the development of students' character, as well as ensuring that educators are capable of effectively guiding emotional and spiritual growth. Common obstacles include the lack of understanding and skills among teachers in comprehensively applying IHES. This study aims to analyze the implementation of IHES at Seven Skies International School, evaluate character-building strategies, and measure their impact on students' moral and social development. The methodology employed is a qualitative approach through observation, interviews, and document analysis. The research findings indicate that IHES positively influences students' moral and social development. However, several challenges were identified in its implementation, particularly concerning teacher training and the methods used for character evaluation, which require improvement. The study's recommendations include enhancing training programs for educators and developing more comprehensive methods for character assessment.</i></p>

### INTRODUCTION

In the modern era characterized by globalization, advances in information technology, and rapid social change, education plays a central role in shaping future generations who are competent and characterful. The conventional education system that focuses solely on the academic aspect is often considered no longer adequate to face the challenges of the times. According to (Halstead, 2004), ideal education must integrate intellectual, moral, and spiritual aspects to form a whole individual. Today's education is required to not only produce intellectually intelligent graduates, but also individuals who have strong character, emotional intelligence, and qualified social skills.

Awareness of the importance of character education has encouraged the emergence of various innovations in the world of education. One of the approaches that has received attention is *the Integrated Holistic Education System (IHES)*. IHES offers a new paradigm in education by integrating various aspects of student

development, including intellectual, emotional, spiritual, and physical. This approach aims to create a learning environment that supports the overall growth of students, not only in terms of academic knowledge but also in the formation of character and life values.

Education experts emphasized the importance of a holistic and integrative approach to education. (Dewey, 2012) stated that education should be a continuous experiential process, in which students are actively involved in their learning and self-development. (Gardner, 1983) in his theory of *Multiple Intelligences* stated that humans have different types of intelligence, including intrapersonal and interpersonal intelligence which are important in the development of character and social skills. Thus, education must accommodate these various aspects of intelligence to help students develop their potential to the fullest.

In the perspective of Islamic education, the concept of holistic education has long been recognized. (Al-Naquib al-Attas, 1979) stated that the purpose of education in Islam is to produce individuals who are balanced in physical, intellectual, and spiritual aspects. Education not only aims to acquire knowledge, but also to form noble morals and spiritual awareness. (Hashim & Langgung, 2008) added that the integration of moral and spiritual values in the educational curriculum can improve the quality of education and form a better character of students.

Seven Skies International School, as a progressive educational institution, has adopted IHES as an integral part of its educational vision. This decision reflects the school's commitment to providing an education that is not only academically superior but also rich in moral and spiritual values (Tan, 2011). By implementing IHES, Seven Skies International School aims to create an educational ecosystem that supports the optimal development of students' potential, while instilling strong Islamic values.

The implementation of IHES at Seven Skies Islamic School seeks to bridge the gap between the theory and practice of holistic education. The school integrates moral and spiritual values in its curriculum, hoping to form students who are of good character, responsible, and have high social awareness. According to the school's annual report Seven Skies International School, 2020, the implementation of IHES has had a positive impact on the moral and social development of students.

Although IHES promises a comprehensive approach in education, its implementation in the field is not without challenges. The transition from the conventional education system to a more holistic approach requires significant changes in various aspects, including the curriculum, teaching methods, assessments, and even the mindset of educators and learners. One of the main challenges is ensuring a balance between academic achievement and character development. While focusing on character building is essential, schools must also ensure that academic standards are kept high. This requires a careful approach in designing curriculum and learning activities that can accommodate both aspects in harmony.

In addition, the implementation of IHES also demands changes in the way teachers teach and interact with students. A holistic approach requires teachers who are not only academically competent, but also have the skills to guide students' emotional and spiritual development. (Guskey, 2002) stated that changes in educational practices require adequate support and training for teachers. Without a deep understanding and the necessary skills, teachers may struggle in implementing IHES effectively.

Another aspect to consider is how to accurately measure the success of IHES. Traditional assessments that focus on academic tests may not be enough to evaluate a student's character development and social-emotional skills. Therefore, it is necessary to develop a more comprehensive assessment method that is sensitive to various aspects of student development. According to (Hattie, 2009), effective assessments should include a variety of indicators, including critical thinking skills, creativity, and social skills.

The implementation of IHES at Seven Skies International School must also take into account the local socio-cultural context. As an Islamic school in Malaysia, the challenge is how to integrate Islamic values with modern educational approaches in a harmonious manner. This requires a deep understanding of the needs and expectations of the local community, as well as the ability to align the principles of IHES with Islamic values and traditions. (Alkouatli, 2018). (Noor, 2008) stated that Islamic education in Malaysia faces challenges to remain relevant in the context of modernization and globalization.

By understanding the challenges and opportunities in the implementation of IHES, as well as evaluating their impact on the development of students' character, Seven Skies International School can play a pioneering role in developing an educational model that is not only academically superior but also effective in shaping future

generations who are strong and ready to face global challenges. This research is important to understand how IHES is implemented in this school and how this system contributes to the development of students' character.

In addition, the implementation of IHES at Seven Skies International School must also consider the local socio-cultural context. As an Islamic school in Malaysia, the challenge is how to integrate Islamic values with modern educational approaches in a harmonious manner. This requires a deep understanding of the needs and expectations of the local community, as well as the ability to align the principles of IHES with Islamic values and traditions.

Given the complexity and importance of this issue, in-depth research on the implementation and impact of IHES at Seven Skies International School has become very relevant and important. This kind of study can provide valuable insights into how a holistic approach to education can be effectively applied in the context of Islamic schools in Malaysia. The results of the study can guide the further improvement and development of the IHES system, not only at Seven Skies International School but also in other educational institutions that want to adopt a similar approach.

## **METHOD**

This study uses a qualitative approach with a case study method. This approach was chosen to explore an in-depth understanding of the implementation of the Integrated Holistic Education System (IHES) and its impact on the character development of students at Seven Skies International School. Through case studies, researchers can explain in detail how the IHES system is implemented in this school and analyze its influence on the development of students' character.

The qualitative approach allows researchers to collect rich and in-depth data regarding the phenomenon being studied. In the context of this study, the qualitative approach is seen as the most appropriate because it provides space for researchers to understand the IHES implementation process more comprehensively, focusing on the direct experience of students, teachers, and school management. According to (Creswell, 2015), qualitative research is usually used when researchers want to explore a phenomenon that is still relatively poorly understood and requires a detailed explanation that cannot be obtained from quantitative data.

In addition, qualitative research focuses on descriptive and interpretive analysis, which is in accordance with the purpose of this research to explore aspects of student character formed through the implementation of IHES. Researchers will conduct participatory observations, in-depth interviews, and document analysis to obtain diverse data.

The case study method was used to gain an in-depth understanding of the specific context at Seven Skies International School, especially regarding the implementation of IHES. Case studies, according to (Yin, 2018) are the right method to use when researchers want to explore phenomena in a real context, where the boundaries between the phenomenon and its context are not always clear.

In this study, the case study provides an opportunity to look at the implementation of IHES not only from a theoretical perspective, but also from a practical point of view through direct interaction with various parties involved in the school education system. This is in line with the view of (Stake, 1995), which states that case studies allow researchers to analyze phenomena in various dimensions and from various perspectives, so that the results are more comprehensive.

## **RESULTS AND DISCUSSION**

### **Implementasi IHES di Seven Skies International School**

The Integrated Holistic Education System (IHES) is comprehensively implemented at Seven Skies International School, integrating an educational approach that includes not only cognitive, but also affective and psychomotor aspects, with the goal of forming intellectually, emotionally, and physically balanced students. The implementation of IHES in these schools involves a curriculum that focuses on balancing academics and character development, which includes moral and spiritual learning.

At Seven Skies, the core curriculum includes the study of the Islamic religion which is the foundation for the formation of students' moral and spiritual values. Co-curricular activities such as horseback riding, swimming, and archery are designed to develop students' psychomotor skills as well as physical discipline, while extracurricular activities focus on charitable and volunteer activities that instill empathy and social care. The

curriculum is combined with national and international academic programs that meet global educational standards, creating a balance between academic achievement and character development of students.

One of the key components of IHES at Seven Skies is the Holistic Human Development Program (HPDP), which is designed to maximize students' potential through a research-based approach and hands-on experience. The program not only teaches cognitive skills but also helps students understand the importance of contributing to society. With spiritual, emotional, and intellectual integration, HPDP encourages students at Seven Skies to become productive, moral, and globally minded individuals.

Through the implementation of IHES at Seven Skies International School, holistic education is recognized as an approach that is able to nurture students to become future leaders with integrity, both academically and morally. The educational process in IHES also involves assessments to measure students' spiritual, behavioral, and intellectual well-being and performance. This assessment includes religious practices, behaviors, and skills acquired through community service programs.

In Malaysia, IHES was popularized by Prof. Dr. Hasni Muhammad and Dr. M. Z. M. Salleh, who developed this education system to integrate a holistic approach in Islamic education. Both have contributed greatly in introducing IHES to various educational institutions in Malaysia, with an innovative approach and vision to create a balanced and integrated education. The IHES Guiding Principles also include:

- a. Short- and long-term goals: Emphasis on balancing earthly life and aspirations of the hereafter.
- b. System and structure: Education is based on values and religion as a system that guides the achievement of goals.
- c. Education and educators: Education in IHES involves five main processes namely teaching, training, guidance, advice, and consultation.

### **IHES Framework**

The Integrated Holistic Education System (IHES) framework is based on universal principles that include three main aspects: Human Potential Development, Curriculum, and Media and Materials. These three aspects play an important role in realizing the mission, vision, goals, and philosophy of an educational institution.

1. Human Potential Development

The program is designed to develop human potential through an educational process that includes five stages: teaching and learning, training and learning, mentoring and learning, advising and learning, and consultation and learning. The implementation of this process is carried out with three main approaches: Instructional, Investigative, and Immersive/Constructivism.

2. Curriculum

The IHES curriculum is a series of subjects that are structured to achieve the guiding principles of the institution. This curriculum is divided into five types: core curriculum, co-curriculum, extracurricular, national curriculum, and international curriculum.

3. Media and Materials

Media and materials function as learning tools that support the educational process and improve student understanding. These tools help achieve the goals of IHES, both academically and in character.

### **Model IHES**

The IHES model describes the key components needed for the implementation of a holistic education system and the relationships between each of these components.

1. Divinity

The divine aspect in IHES refers to knowledge that comes from God, which is the main basis in the education system and the core curriculum.

2. Universal Values and Principles

Universal values such as kindness, justice, and respect taught in Scripture should be the basis in IHES and should not be contrary to human nature.

3. Education

The IHES education system includes intellectual, emotional, physical, spiritual, and mental education, so that students can develop comprehensively.

4. Awareness  
Awareness is an individual's understanding of the teachings of Scripture and the responsibility to apply them in daily life.
5. Character Development  
The development of students' character in IHES is based on the moral teachings and values contained in the Scriptures. This helps to form students who are of good character and socially responsible.
6. Implementation  
Once the character is formed, students are expected to be able to implement these values in real life, with the goal of becoming good individuals and useful to society.
7. Process  
The process refers to the stages and actions taken to ensure students become physically, emotionally, spiritually, and intellectually complete individuals, in accordance with the teachings of Scripture.
8. Pendekatan  
To ensure educational success, IHES uses three main approaches:
  - a. Instructional: Conveying knowledge through clear instructions from educators.
  - b. Investigative: Conduct research and observation to gain in-depth knowledge.
  - c. Immersion: Guiding students in applying knowledge to real life through deep understanding.

### **IHES Framework: Integrated Understanding**

1. Cognitive, affective, and psychomotor  
In IHES, a balance of cognitive, affective, and psychomotor development is essential. Cognitive ability refers to the thinking and intellectual processes of students, affective includes emotional and spiritual management, while psychomotor is concerned with physical skills and the ability to perform movements effectively.
2. Curriculum  
The IHES curriculum includes five main elements:
  - a. Core curriculum, such as religious studies and Scripture.
  - b. Co-curricular, includes physical activities such as horseback riding, swimming, and archery.
  - c. Extracurricular, which includes participation in charitable and volunteer activities.
  - d. National curriculum, such as the Independent Curriculum in Indonesia.
  - e. International curriculum, such as O-level which is a global standard.
3. Syllabus  
The syllabus details the study material, teaching methods, and expected learning outcomes of each subject. This becomes the main source of knowledge applied by students in IHES.
4. Material  
A variety of educational media and materials are used as aids, including Scriptures, textbooks, journals, experiments, and multimedia presentations to support and enhance the learning process.
5. Human Potential Development Program (HPDP)  
HPDP aims to optimize students' potential in accordance with the principles of IHES, through a teaching approach based on skills and competencies.
6. Methodology  
IHES's methodological approach focuses on skills and competencies, ensuring students are prepared to face real-world challenges.
7. Skills & Competencies  
Both educators and students are expected to have the appropriate skills and competencies to support the implementation of IHES, including abilities in teaching, mentoring, and training.
8. Educators  
The role of educators in IHES is not only limited to providing knowledge, but also as a guide and role model in aspects of students' lives, fostering their spirituality, morality, and social life balance.
9. Supportive Environment

The learning environment in IHES should be conducive to cognitive, affective, and psychomotor development, allowing students to develop holistically.

10. Balanced Life

The IHES system aims to create a balance between spirituality, physical health, social, and financial stability. Every component in the system supports the creation of a harmonious life for students.

11. Total surrender to God

IHES encourages students to reach the pinnacle of spirituality through complete surrender to God, making faith the ultimate foundation of their lives.

12. Perfect Man

The end result of IHES is to create a perfect spiritually, emotionally, intellectually, and socially balanced individual who is able to live a life in accordance with religious teachings and has the potential to contribute positively to society.

### **IHES Governance**

The IHES system is governed by several governance components that function to maintain the quality of education:

1. Education Laws/Regulations

Legislation applicable at the national and international levels serves as the main guide for the implementation of IHES.

2. Board of Education

The Board is made up of individuals selected based on their competencies and commitment to carrying out the vision and mission of IHES-based education.

3. Curriculum Planning

The curriculum planning process includes determining the content of the five types of curriculum, in line with IHES principles, to ensure a comprehensive integration between academic and character education.

4. IHES Curriculum Design

IHES curriculum design includes cognitive, affective, and psychomotor aspects, ensuring a balance in the learning process and character development of students.

5. IHE Syllabus

The IHES syllabus is designed to provide detailed guidance on the material to be taught to students, along with assessment methods to ensure the achievement of learning objectives.

6. Strategic Planning

IHES strategic planning includes the preparation of the syllabus planting process, which includes steps, evaluation methods, and implementation based on a balanced scorecard.

7. Educational Materials

All the educational tools and media used, from textbooks to multimedia presentations, play an important role in supporting the effective implementation of IHES.

8. Globalization

IHES aims to be implemented not only at the national level but also at the international level, assisting other countries in developing education systems based on IHES principles.

### **IHES Components**

There are various components that are very important in the implementation of IHES. In addition, these components are also part of the identity of IHES. The components include:

1. Materials & Media

As mentioned earlier, materials and media are educational tools that help the educational process. Therefore, educators need to look for these tools (e.g. journals, books, videos, PowerPoint presentations) to assist them in educating students. Keep in mind that the use of such materials and media must be for educational purposes and relevant to the topic discussed.

2. Curriculum

The curriculum emphasized by IHES is a combination of five types of curriculum: core curriculum, co-curricular curriculum, extracurricular curriculum, national curriculum, and international curriculum. Each type has the same level of importance and this combination of curricula creates a well-rounded curriculum for students.

### 3. Human Potential Development Program

The Human Potential Development Program was developed to unleash the full potential of human abilities through the concepts of teaching, investigation, and immersion. With this potential, human beings can harness their ability to become fully functioning members of society, who are spiritually aware, intellectually capable, and emotionally stable.

### 4. Educational Characteristics

There are three characteristics of education in IHES:

#### a. Educators

An educator not only acts as a teacher who delivers the subject matter, but also as a supervisor who directs students in developing their potential. In addition to delivering lectures, educators are responsible for providing constructive advice, listening and consulting with students to understand their needs, as well as practicing the practical skills students need to succeed. The role of this holistic educator is very important in shaping students' character and abilities, so that they are ready to face future challenges with confidence and competence.

#### b. Supportive Environment:

A positive, encouraging, and beneficial environment is essential in the learning process. When students feel welcomed, valued, and emotionally secure, they will be more motivated to learn. A supportive environment includes respectful interactions between students and teachers, adequate facilities, and an atmosphere conducive to questioning and exploration. By creating such an environment, students can develop optimally, both academically and socially-emotionally, thereby improving the overall quality of learning.

#### c. Methods of Acceptance, Analysis, and Application of Knowledge.

The Integrated Holistic Education System (IHES) aims to develop students' potential holistically, covering cognitive, affective, and psychomotor aspects. With this approach, students are not only expected to excel academically but also have good character and life skills. The implementation of IHES in schools involves supportive policies and guidelines, appropriate programs and activities, and strong resources and support. This article explains the implementation of IHES in schools through three important elements: policies and guidelines, programs and activities, and resources and support.

## **Policies and Guidelines**

Policies and guidelines play a key role in ensuring that the implementation of IHES runs in accordance with the established principles.

### 1. Policy on Integration of Spiritual and Academic Values

One of the main policies of IHES is the integration of spiritual values in the academic curriculum. Each subject, such as mathematics, science, and language, is combined with moral and ethical values that are in accordance with religious principles, especially Islam. An example of its application is the discussion of natural phenomena in science subjects that are associated with the power of God as the Creator.

### 2. Character Development Policy

Other policies implemented in IHES are centered on character development. Schools that run IHES are required to hold character development programs, such as leadership training, social activities, and community service projects. The goal of the program is to shape students' moral qualities, such as integrity, responsibility, and a sense of empathy.

### 3. Competency-Based Evaluation

Student evaluation in the IHES system not only focuses on academic achievement, but also includes an assessment of the student's ability to apply the spiritual and social values that have been learned.

## **Programs and Activities**

Various programs and activities implemented in schools serve to support the implementation of IHES by providing opportunities for students to develop various aspects of their abilities.

### **1. Human Potential Development Program (HPDP)**

HPDP is one of the flagship programs within IHES designed to optimize students' potential through an instructional, investigative and immersion approach. The program emphasizes the development of critical thinking and problem-solving skills, encouraging students to be actively involved in the learning process through independent research and exploration. Through the immersion approach, students are given the opportunity to dive directly into an immersive learning experience, whether through field projects, internships, or other practical activities. Thus, HPDP not only improves students' academic abilities, but also hones important life skills, such as leadership, cooperation, and communication.

### **2. Co-Curricular and Extracurricular**

Co-curricular and extracurricular activities within IHES provide space for students to develop non-academic skills such as sports, arts, and social skills. Through these activities, students can express their interests and talents outside the classroom, while building teamwork, leadership, and responsibility skills. In addition, participation in extracurricular activities also helps students develop a sense of confidence and discipline, which ultimately enriches their overall learning experience. Activities such as sports, theatre, and debate clubs provide opportunities for students to learn in a more relaxed context while still focusing on self-development.

### **3. Leadership Training and Character Development**

Schools that implement IHES also organize leadership training programs that aim to develop students' ability to lead and make ethical decisions. This program is designed to train students to be able to think critically, communicate well, and collaborate in solving problems effectively.

Through various simulations, discussions, and group projects, students are taught how to be responsible, fair, and integrity leaders. In addition, the training also emphasizes the importance of moral and ethical values in decision-making, preparing students to become leaders who are able to make decisions that are not only effective but also based on the principles of honesty and social responsibility.

## **Resources and Support**

The resources and support provided by schools have a crucial role in the successful implementation of IHES. This support includes adequate facilities, competent teaching staff, and active involvement from the school community, including parents and the surrounding community. With strong resources and support, the IHES program can run more effectively, having a positive impact on student development both in terms of academics and character.

### **1. Adequate Educational Facilities**

Adequate facilities are essential to support the implementation of IHES. Schools that implement IHES are usually equipped with science labs, sports halls, and libraries. In addition, technological facilities such as computer rooms and good internet access are also the main needs in supporting an interactive and modern learning process. This facility not only aids in academic achievement, but also encourages students to develop practical skills, creativity, and critical thinking abilities. With a well-rounded and supportive environment, students can learn more effectively and reach their maximum potential.

### **2. Competent Teaching Staff**

Teaching staff are the main pillar in the implementation of IHES. Teachers not only act as conveyors of academic information, but also as mentors who guide students in developing character and morality. They are responsible for creating an inspiring learning environment, where students not only learn intellectually, but also grow emotionally and socially. With a holistic approach, teachers play a role in helping students hone their critical thinking skills, empathy, and act with integrity. In addition, teachers are also role models in carrying out ethical values, which are very important in forming a generation with noble and responsible character.

### **3. Support from the School Community**

Support from the school community, including parents and the surrounding community, is critical to ensuring the successful implementation of IHES. Parents who are actively involved in their children's education, both through regular communication with teachers and participation in school activities, make a great contribution to the progress of students. They also play a role in supporting the development of students' character and morality at home, ensuring a harmony between the values taught at school and in the family environment. In addition, parental involvement in various school programs helps to create a sense of shared responsibility for the success of a child's education.

The surrounding community also plays an important role in supporting IHES, both through collaboration in social activities, resource donations, and participation in community service programs organized by the school. With this support, schools can expand the scope of educational programs and co-curricular activities that are beneficial to students. The synergy between the school, parents, and the community creates a positive and well-rounded learning ecosystem, where students feel supported not only at school, but also in their daily lives outside of school.

## CONCLUSION

An analysis of the implementation of the Integrated Holistic Education System (IHES) at Seven Skies International School shows success in character development, critical skills, creativity, and academic and non-academic balance. The system focuses on shaping students' moral character through values such as honesty and responsibility, with an integrative approach to learning to enhance critical thinking. Nonetheless, some constraints such as limited resources, lack of understanding of IHES, and challenges in non-academic assessments are obstacles in full implementation. Traditional assessments have not been fully able to capture students' progress in social and character aspects, so it is necessary to develop more comprehensive assessment methods. To improve the effectiveness of IHES, recommendations include increased outreach to parents, integration of values in the curriculum, and the development of more structured extracurricular programs. Appreciation and monitoring of student character development are also important elements. Overall, although IHES at Seven Skies has shown a positive impact on students, the challenges in its implementation require more attention, especially in terms of consistency of grades and parental involvement. With the right improvements, IHES can become an effective holistic education model in shaping students with strong character, ready to face academic and social challenges with high moral integrity.

## REFERENCES

- Al-Naquib al-Attas, S. M. (1979). *Aims and objectives of Islamic education*.
- Alkouatli, C. (2018). Pedagogies in becoming Muslim: Contemporary insights from Islamic traditions on teaching, learning, and developing. *Religions*, 9(11), 367.
- Creswell, J. W. (2015). Penelitian kualitatif & desain riset. *Yogyakarta: Pustaka Pelajar*, 1–634.
- Dewey, J. (2012). Education and democracy in the world of today (1938). *Schools*, 9(1), 96–100.
- Gardner, H. (1983). Artistic intelligences. *Art Education*, 36(2), 47–49.
- Guskey, T. R. (2002). Professional development and teacher change. *Teachers and Teaching*, 8(3), 381–391.
- Halstead, M. (2004). An Islamic concept of education. *Comparative Education*, 40(4), 517–529.
- Hashim, C. N., & Langgulang, H. (2008). Islamic religious curriculum in Muslim countries: The experiences of Indonesia and Malaysia. *Bulletin of Education & Research*, 30(1), 1–19.
- Hattie, J. (2009). The black box of tertiary assessment: An impending revolution. *Tertiary Assessment & Higher Education Student Outcomes: Policy, Practice & Research*, 259, 275.
- Noor, F. A. (2008). The uncertain fate of Southeast Asian students in the madrasas of Pakistan. *The Madrasa in Asia: Political Activism and Transnational Linkages*. Ed. Farish A. Noor, Yoginder Sikand, and Martin Van Bruinessen. Amsterdam: Amsterdam UP, 144.
- Stake, R. (1995). *Case study research*. Springer.
- Tan, C. (2011). Where tradition and 'modern' knowledge meet: Exploring two Islamic schools in Singapore and Britain. *Intercultural Education*, 22(1), 55–68.
- Yin, R. K. (2018). *Case study research and applications*. Sage Thousand Oaks, CA.