

**DAMPAK KETERLIBATAN KELUARGA, RELIGIUSITAS DAN
PROFESIONALITAS GURU TERHADAP KARAKTER RELIGIUS
SANTRI KUTTAB AL FATIH JAWA TIMUR**

Disertasi

Diajukan Untuk Memenuhi Sebagian Syarat
Memperoleh Gelar Doktor dalam Program Studi Pendidikan Agama Islam



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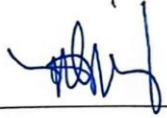

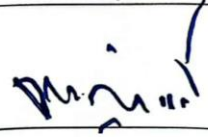






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ABSTRAK

Judul : Dampak Keterlibatan Keluarga, Religiusitas dan Profesionalitas Guru Terhadap Karakter Religius Santri Kuttab Al Fatih Jawa Timur.
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Kata Kunci : Keterlibatan keluarga, religiusitas keluarga, profesionalitas guru, karakter religius

Tren indeks karakter pelajar mengalami penurunan pada tahun 2021. Indikator tersebut mengacu pada lima dimensi karakter yang telah disurvei yaitu religiusitas, integritas, kemandirian, nasionalisme dan gotong royong. Realitas yang ada, antara lembaga pendidikan dan orang tua kurang membangun hubungan emosional dalam menyinergikan pendidikan karakter religius. Pendidikan karakter yang dibangun oleh pihak sekolah dilakukan secara terpisah dan kurang dikembangkan dalam lingkungan keluarga, sehingga yang terjadi adalah tidak adanya kontrol yang berkesinambungan antara nilai-nilai karakter yang ditanamkan dan penerapan nilai karakter tersebut dalam kehidupan sehari-hari.

Tujuan penelitian pada uji kuantitatif adalah untuk melakukan analisis melalui tahapan mengidentifikasi, memahami, dan mengkaji, serta membuktikan hipotesis secara empiris 1) Pengaruh langsung keterlibatan keluarga terhadap karakter religius santri Kuttab Al Fatih (KAF). 2) Pengaruh langsung religiusitas keluarga terhadap karakter religius santri KAF. 3) Pengaruh langsung profesionalitas guru terhadap karakter religius santri Kuttab Al Fatih. 4) Pengaruh tidak langsung keterlibatan keluarga terhadap karakter religius santri KAF melalui religiusitas keluarga. 5) Pengaruh tidak langsung profesionalitas guru terhadap karakter religius santri KAF melalui religiusitas keluarga. 6) Adapun tujuan uji kualitatif untuk mengungkapkan fasilitasi lembaga KAF dalam mendukung keterlibatan keluarga, religiusitas keluarga dan profesionalitas guru dalam membentuk karakter religius santri.

Penelitian ini menggunakan metode campuran dengan desain penelitian *explanatory sequential*. Subjek penelitian terdiri dari wali santri, santri dan guru KAF Jawa Timur yang tersebar di kabupaten Sidoarjo, Surabaya, Probolinggo, Jombang, Gresik, Kediri, Jember dan Malang. Populasi dalam penelitian ini adalah seluruh santri yang telah menjalani pendidikan di KAF minimal 3 tahun dengan jumlah 1063 santri, 710 wali santri dan 214 guru. Sampel penelitian terdiri dari 137 responden dari setiap santri, wali santri, dan guru yang dipilih secara *cluster random sampling*. Cluster terpilih adalah Kuttab Al Fatih Sidoarjo, Jombang, dan Malang. Teknik pengumpulan data menggunakan survei, observasi karakter religius santri dan wawancara dengan penanggung jawab KAF Jawa Timur, juga wawancara dengan 15 guru dan 15 wali santri. Data dianalisis secara *Structural Equation Modeling* menggunakan software Lisrel 8.80.

Hasil penelitian: 1) Keterlibatan keluarga berpengaruh signifikan terhadap karakter religius santri. 2) Religiusitas keluarga berpengaruh signifikan terhadap karakter religius santri. 3) Profesionalitas guru berpengaruh signifikan terhadap karakter religius santri. 4) Keterlibatan keluarga secara tidak langsung berpengaruh signifikan terhadap karakter religius santri dengan religiusitas keluarga sebagai variabel intervening. 5) Profesionalitas guru secara tidak langsung berpengaruh signifikan terhadap karakter religius santri dengan religiusitas keluarga sebagai variabel intervening. 6) KAF memfasilitasi pembentukan karakter religius santri melalui program-program strategis seperti Belajar Bersama Orang tua, Akademi Keluarga. Selain itu, KAF juga mengadakan kegiatan untuk meningkatkan religiusitas keluarga dan memberikan pendidikan serta pelatihan bagi guru guna meningkatkan kualitas pembelajaran yang mendukung pembentukan karakter religius santri. Temuan penelitian ini menawarkan konsep peran penting keluarga dalam mendukung karakter religius yang diinisiasi oleh lembaga pendidikan. Sinergi antara keluarga dan guru menjadi faktor kunci dalam keberhasilan pembentukan karakter religius santri.

ABSTRACT

Title : The Impact of Family Involvement, Religiosity, and Teacher Professionalism on the Religious Character of Kuttab Al Fatih Students in East Java.

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Keywords : Family Involvement, Family Religiosity, Teacher Professionalism, Religious Character

The trend of the student character index decreased in 2021. This indicator referred to the five dimensions of character surveyed: religiosity, integrity, independence, nationalism, and cooperation. The reality was that educational institutions and parents lacked emotional connections in synergizing religious character education. Character education developed by the school is conducted separately. It is not sufficiently reinforced in the family environment, leading to a lack of continuous reinforcement between the instilled character values and their daily application.

Through a series of analytical steps, this study seeks to quantitatively analyze and empirically test hypotheses to ascertain 1) the direct influence of family involvement on Kuttab Al Fatih (KAF) students' religious character; 2) the direct influence of family religiosity on KAF students' religious character; 3) the direct influence of teacher professionalism on KAF students' religious character; and 4) the indirect effects of family involvement on KAF students' religious character, with family religiosity acting as an intervening variable. 5) the indirect effects of teacher professionalism on KAF students' religious character, with family religiosity acting as an intervening variable. Additionally, 6) the qualitative aspect of this study aims to reveal KAF's institutional facilitation to supporting family involvement, family religiosity, and teacher professionalism in fostering the religious character of its students.

This research uses mixed methods with an explanatory sequential research design. The study subjects include parents, students, and teachers of KAF East Java, located in Sidoarjo, Surabaya, Probolinggo, Jombang, Gresik, Kediri, Jember, and Malang. The population in this study consists of all students who have studied at KAF for at least 3 years, totalling 1,063 students, 710 parents, and 214 teachers.

The research sample comprised 137 respondents, including students, parents, and teachers, selected through cluster random sampling. The selected clusters were Kuttab Al Fatih Sidoarjo, Jombang, and Malang. Data collection techniques used surveys, observations of students' religious character, interviews with the person in charge of KAF East Java, and interviews with 15 teachers and 15 parents. Data were analyzed using structural equation modelling with Lisrel 8.80 software.

The study's findings indicate the following: 1) families' participation substantially impacts students' religious character. 2) The level of religiosity within families plays a significant role in shaping students' religious character. 3) The professionalism of teachers has a noteworthy influence on the religious character of students. 4) Family involvement indirectly yet significantly affects students' religious character, with family religiosity serving as an intervening variable. 5) Teacher professionalism indirectly significantly affects students' religious character, with family religiosity as an intervening variable. 6) KAF facilitates the development of religious character in students through strategic programs such as Learning Together with Parents and the Family Academy. Additionally, KAF organizes activities to strengthen family religiosity and provides education and training for teachers to enhance the quality of teaching, which, in turn, supports the development of students' religious character. The findings of this study offer a measurable model regarding the critical role of families in supporting religious character initiated by educational institutions. The synergy between family and teachers is essential to successfully developing students' religious character.

المخلص

العنوان	:	تأثير مشاركة الأسرة، التدين، واحترافية المعلمين على الشخصية الدينية لطلاب كتاب الفاتح بجاوة الشرقية.
الباحثة	:	نسوة خيرية
المشرفان	:	الأستاذ الدكتور كوسايري، الماجستير الدكتور خير التعم، الماجستير
الكلمات المفتاحية	:	مشاركة الأسرة، تدين الأسرة، احترام المعلمين، الخلق الديني

شهدت مؤشرات القيم الأخلاقية للطلاب انخفاضًا في عام ٢٠٢١. تستند هذه المؤشرات إلى خمس أبعاد تم قياسها وهي التدين، النزاهة، الاستقلالية، الوطنية، والتعاون الجماعي. يظهر الواقع ضعف التواصل العاطفي بين المؤسسات التعليمية وأولياء الأمور في تحقيق التناغم لتعزيز التربية الدينية. التعليم القيمي الذي تقدمه المدارس يتم بشكل منفصل وغير مدمج في البيئة الأسرية، مما يؤدي إلى غياب استمرارية الرقابة بين غرس القيم في المدرسة وتطبيقها في الحياة اليومية.

هدف البحث في الجانب الكمي هو إجراء تحليل من خلال مراحل التعرف والفهم والدراسة وإثبات الفرضيات بشكل عملي. تشمل الفرضيات ما يلي: (١) التأثير المباشر لمشاركة الأسرة على الشخصية الدينية لطلاب كتاب الفاتح، (٢) التأثير المباشر لتدين الأسرة على الشخصية الدينية للطلاب، (٣) التأثير المباشر لاحترافية المعلمين على الشخصية الدينية للطلاب، (٤) التأثير غير المباشر لمشاركة الأسرة على الشخصية الدينية للطلاب، (٥) التأثير غير المباشر واحترافية المعلمين على الشخصية الدينية للطلاب، مع اعتبار تدين الأسرة متغيرًا وسيطًا. (٦) أما الهدف من التحليل الكيفي فهو الكشف عن التزام مؤسسة كتاب الفاتح بدعم مشاركة الأسرة وتدينها واحترافية المعلمين في تشكيل الشخصية الدينية للطلاب.

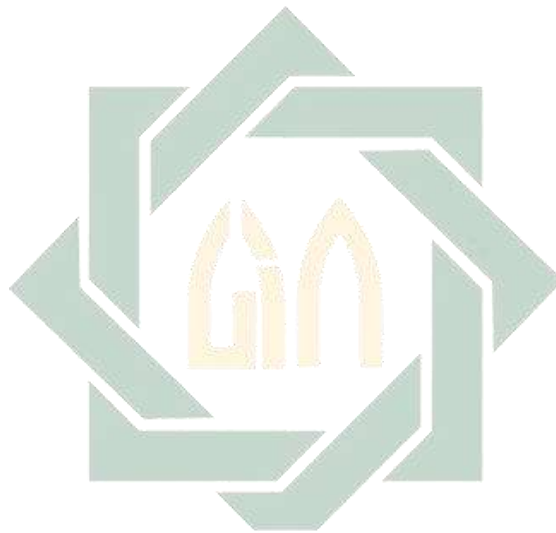
استخدم هذا البحث منهجًا مختلطًا بتصميم البحث التفسيري المتسلسل (*Explanatory Sequential*). شملت مواضيع الدراسة أولياء أمور الطلاب والمعلمين في كتاب الفاتح بجاوة الشرقية المنتشرين في مناطق سيدوارجو، سورابايا، بروبولينجو، جومبانج، جريسك، كديري، جمبير، ومالانج. بلغ عدد الطلاب في الدراسة ١٠٦٣ طالبًا تلقوا تعليمهم في كتاب الفاتح لمدة لا تقل عن ثلاث سنوات و ٧١٠ من أولياء الأمور و ٢١٤ معلمًا. تكونت العينة من ١٣٧ مشاركًا تم اختيارهم بأسلوب العينة العشوائية العنقودية (*Cluster Random Sampling*). شملت العينة كتاب الفاتح في سيدوارجو وجومبانج ومالانج. جمعت البيانات باستخدام الاستبيانات، ملاحظات حول الشخصية الدينية للطلاب، والمقابلات مع المسؤولين في كتاب الفاتح بجاوة الشرقية، بالإضافة إلى مقابلات مع ١٥ معلمًا و ١٥ ولي أمر. تم تحليل البيانات باستخدام نمذجة المعادلات الهيكلية (*Structural Equation Modeling*) عبر برنامج Lisrel 8.80.

ونائج هذا البحث هي: (١) تؤثر مشاركة الأسرة بشكل كبير على الشخصية الدينية للطلاب، (٢) يؤثر تدين الأسرة بشكل كبير على الشخصية الدينية للطلاب، (٣) تؤثر احترافية المعلمين بشكل كبير على الشخصية الدينية للطلاب، (٤) تؤثر مشاركة الأسرة بشكل غير مباشر على الشخصية الدينية للطلاب، مع تدين الأسرة كمتغير وسيط. (٥) تؤثر احترافية المعلمين أيضًا بشكل غير مباشر على الشخصية الدينية للطلاب مع تدين الأسرة كمتغير وسيط. (٦) يسهل كتاب الفاتح تكوين الشخصية الدينية للطلاب من خلال برامج استراتيجية مثل التعلم مع أولياء الأمور وتعليم الأسرة وأنشطة لزيادة تدين الأسرة وتوفير التعليم للمعلمين لتحسين جودة التعلم الذي يدعم تكوين الشخصية الدينية للطلاب. يقترح هذا البحث مفهومًا يبرز الدور المهم للأسرة في دعم الشخصية الدينية التي تقودها المؤسسات التعليمية. يعد التناغم بين الأسرة والمعلمين عاملاً رئيسيًا في نجاح بناء الشخصية الدينية للطلاب.

DAFTAR ISI

PERNYATAAN KEASLIAN	ii
PERSETUJUAN PROMOTOR	iii
PENGESAHAN TIM PENGUJI UJIAN TERBUKA	iv
LEMBAR PERSETUJUAN PUBLIKASI.....	v
ABSTRAK	vi
ABSTRACT	vii
المخلص	viii
DAFTAR ISI.....	ix
DAFTAR TABEL	xii
DAFTAR GAMBAR	xiv
DAFTAR LAMPIRAN	xv
PEDOMAN TRANSLITERASI	xvi
PERSEMBAHAN.....	xvii
UCAPAN TERIMA KASIH.....	xviii
BAB I PENDAHULUAN	1
A. Latar Belakang	1
B. Identifikasi dan Batasan Masalah.....	9
C. Rumusan Masalah	9
D. Tujuan Penelitian.....	10
E. Manfaat Penelitian.....	10
F. Penelitian Terdahulu.....	11
G. Definisi Operasional.....	18
H. Sistematika Pembahasan	19
BAB II KAJIAN PUSTAKA DAN TEORI.....	24
A. Karakter Religius.....	24
1. Karakter Religius Dalam Tatanan Islam	24
2. Konsep Karakter Religius	23
3. Teori Sistem Ekologi	26
B. Keterlibatan Keluarga.....	27
1. Teori Fungsional	27
2. Dimensi Keterlibatan Keluarga.....	29
3. Hubungan Keterlibatan Keluarga dan Karakter Religius.....	33
C. Religiusitas Keluarga	34
1. Teori Belajar Sosial Albert Bandura	34
2. Dimensi Religiusitas Keluarga.....	36
3. Hubungan Religiusitas Keluarga dan Karakter Religius.....	38
D. Profesionalitas Guru	39
1. Konsep Profesionalitas Guru Teori Ki Hajar Dewantara	39
2. Tipologi Profesionalitas Guru	41
3. Syarat Guru Profesional	42
4. Profesionalitas guru dalam tatanan Islam	44
E. Keterkaitan antara Keterlibatan Keluarga, Religiusitas Keluarga, Profesionalitas Guru dan Karakter Religius Santri	47
F. Konsep Kuttab dalam Islam	51

G. Akar Kuttab Di Nusantara	53
H. Kerangka Model Penelitian	55
BAB III METODE PENELITIAN.....	56
A. Jenis dan pendekatan penelitian	56
B. Subjek Penelitian	56
C. Data dan Sumber Data.....	59
D. Teknik Pengumpulan Data	60
E. Instrumen Penelitian.....	62
F. Hasil Uji Validitas dan Reliabilitas	69
G. Teknik Analisis Data	73
H. Hipotesis Penelitian	78
BAB IV PENYAJIAN DATA DAN ANALISIS DATA	79
A. Gambaran Umum Objek Penelitian.....	80
B. Model Struktural Keterlibatan Keluarga dengan Karakter Religius.....	82
C. Model Struktural Religiusitas Keluarga dengan Karakter Religius	89
D. Model Struktural Profesionalitas Guru dengan Karakter Religius	95
E. Model Struktural Keterlibatan Keluarga Terhadap Karakter Religius Santri Melalui Religiusitas Keluarga.....	101
F. Model Struktural Profesionalitas Guru Terhadap Karakter Religius Santri Melalui Religiusitas Keluarga.....	110
G. Fasilitasi Lembaga Kuttab Al Fatih dalam Mendukung Keterlibatan Keluarga, Religiusitas Keluarga dan Profesionalitas Guru terhadap Karakter Religius Santri	115
1. Fasilitasi Lembaga Kuttab Al Fatih dalam Mendukung Keterlibatan Keluarga terhadap Karakter Religius Santri.....	115
2. Fasilitasi Lembaga Kuttab Al Fatih dalam Mendukung Religiusitas Keluarga terhadap Karakter Religius Santri.....	125
3. Fasilitasi Lembaga Kuttab Al Fatih dalam Mendukung Profesionalitas Guru terhadap Karakter Religius Santri	126
BAB V PEMBAHASAN	128
A. Pengaruh Keterlibatan Keluarga Terhadap Karakter Religius Santri.....	128
B. Pengaruh Religiusitas Keluarga Terhadap Karakter Religius Santri.....	130
C. Pengaruh Profesionalitas Guru terhadap Karakter Religius Santri	132
D. Pengaruh Keterlibatan Keluarga Terhadap Karakter Religius Santri Melalui Religiusitas Keluarga	134
E. Pengaruh Profesionalitas Guru Terhadap Karakter Religius Santri Melalui Religiusitas Keluarga	137
F. Fasilitasi Lembaga Kuttab Al Fatih dalam Mendukung Keterlibatan Keluarga, Religiusitas Keluarga dan Profesionalitas Guru terhadap Karakter Religius Santri	138
BAB VI PENUTUP	140
A. Simpulan.....	140
B. Implikasi Teoritis dan Praktik	141
C. Keterbatasan Studi dan Rekomendasi	143
DAFTAR PUSTAKA	144
LAMPIRAN	162

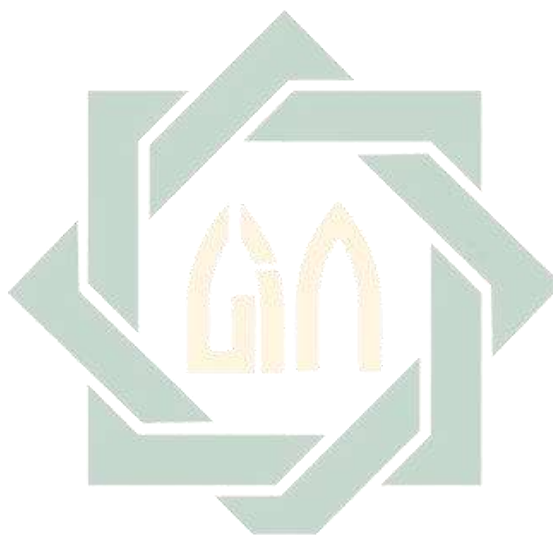


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S U R A B A Y A

DAFTAR TABEL

Tabel 3. 1 Populasi Penelitian	57
Tabel 3. 2 Sampel Penelitian	58
Tabel 3. 3 Variabel Penelitian	59
Tabel 3. 4 Skala penilaian SJT	61
Tabel 3. 5 Skala Penilaian Observasi	61
Tabel 3. 6 Aspek, Indikator dan Deskriptor Keterlibatan Keluarga	64
Tabel 3. 7 Aspek, Indikator dan Deskriptor Religiusitas Keluarga	65
Tabel 3. 8 Aspek, Indikator dan Deskriptor Profesionalitas Guru	67
Tabel 3. 9 Aspek, Indikator dan Deskriptor karakter religius	68
Tabel 3. 10 Rubrik Penilaian Karakter Religius	69
Tabel 3. 11 Uji validitas Aiken V	70
Tabel 3. 12 Kriteria Validitas Isi	70
Tabel 3. 13 Hasil Analisis Indeks Aiken	70
Tabel 3. 14 Statistik Uji Kappa	71
Tabel 3. 15 Koefisien Kappa	71
Tabel 3. 16 Validitas dan Reliabilitas Instrumen	72
Tabel 3. 17 Goodness of Fit Index untuk Evaluasi Model	76
Tabel 4. 1 Ikhtisar Penelitian	79
Tabel 4. 2 Sebaran KAF Jawa Timur	80
Tabel 4. 3 Jenjang dan waktu belajar santri KAF	81
Tabel 4. 4 Hasil Uji Reliabilitas X1 dengan Y	83
Tabel 4. 5 Hasil Analisis Korelasi X1 dengan Y	84
Tabel 4. 6 Koefisien Determinasi X1 dengan Y	85
Tabel 4. 7 Hasil Uji Hipotesis Parsial X1 dengan Y	86
Tabel 4. 8 Hasil Uji Hipotesis Full Model X1 dengan Y	87
Tabel 4. 9 Hasil Uji Signifikansi t Parsial X1 dan Y	87
Tabel 4. 10 Hasil Total Effect X1 ke Y	88
Tabel 4. 11 Hasil Uji Reliabilitas Z dengan Y	90
Tabel 4. 12 Hasil Analisis Korelasi Z dengan Y	91
Tabel 4. 13 Koefisien Determinasi Z dengan Y	92
Tabel 4. 14 Hasil Uji Hipotesis Parsial Z dengan Y	92
Tabel 4. 15 Hasil Uji Hipotesis Full Model Z dengan Y	93
Tabel 4. 16 Hasil Uji Signifikansi t Parsial Z dan Y	94
Tabel 4. 17 Hasil Total Effect Z ke Y	94
Tabel 4. 18 Hasil Uji Reliabilitas X2 dengan Y	96
Tabel 4. 19 Hasil Analisis Korelasi X2 dengan Y	97
Tabel 4. 20 Koefisien Determinasi X2 dengan Y	98
Tabel 4. 21 Hasil Uji Hipotesis Parsial X2 dengan Y	99
Tabel 4. 22 Hasil Uji Hipotesis Full Model X2 dengan Y	99
Tabel 4. 23 Hasil Uji Signifikansi t Parsial X2 dan Y	100
Tabel 4. 24 Hasil Total Effect X2 ke Y	100
Tabel 4. 25 Hasil Uji Reliabilitas Full Model X1 dengan Y	102
Tabel 4. 26 Hasil Uji Normalitas Univariat	103
Tabel 4. 27 Hasil Uji Normalitas Multivariat	104
Tabel 4. 28 Hasil Uji Goodness of Fit	105
Tabel 4. 29 Hasil Koefisien Determinasi	107
Tabel 4. 30 Hasil Uji Hipotesis Keterlibatan Keluarga Terhadap Karakter Religius Melalui Religiusitas Keluarga	108
Tabel 4. 31 Hasil Uji Signifikansi Parsial X1 ke Y	109

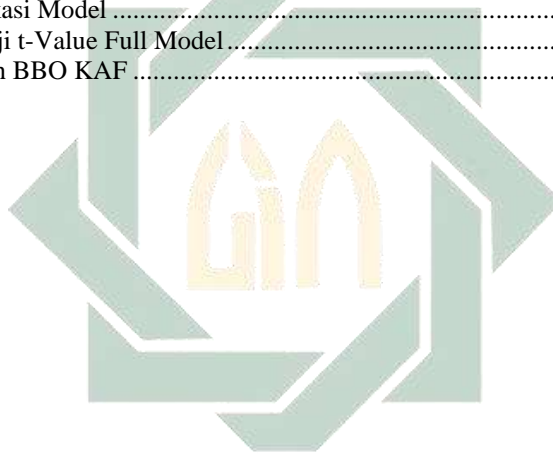
Tabel 4. 32 Specific Indirect Effect X1 ke Y melalui Z.....	110
Tabel 4. 33 Hasil Uji Reliabilitas Full Model X2 dengan Y	111
Tabel 4. 34 Hasil Uji Hipotesis Profesionalitas Guru Terhadap Karakter Religius melalui Religiusitas keluarga.....	113
Tabel 4. 35 Hasil Uji Signifikansi Parsial X2 ke Y	114
Tabel 4. 36 Specific Indirect Effect X2 ke Y melalui Z	114
Tabel 4. 37 Silabus Akademi Keluarga Kuttab Al Fatih	118
Tabel 4. 38 Silabus Akademi Quran.....	120
Tabel 4. 39 Silabus Akademi Sirah	120
Tabel 4. 40 Program Kerja POSKU	121
Tabel 4. 41 Program Penunjang Profesionalitas Guru.....	126



UIN SUNAN AMPEL
S U R A B A Y A

DAFTAR GAMBAR

Gambar 1. 1 Visualisasi Bibliometrik	11
Gambar 2. 1 Teori Model Ekologi Bronfenbrenner	26
Gambar 2. 2 Dimensi Keterlibatan Keluarga (Epstein:2018).....	29
Gambar 2. 3 Kerangka Konseptual.....	41
Gambar 2. 4 Kerangka Model Penelitian	55
Gambar 4. 1 Struktur Model Variabel X1 dengan Y	82
Gambar 4. 2 Hasil Uji t-Value Keterlibatan Keluarga dengan Karakter Religius	86
Gambar 4. 3 Struktur Model Variabel Z dengan Y	89
Gambar 4. 4 Hasil Uji t-Value Religiusitas Keluarga dengan Karakter Religius	92
Gambar 4. 5 Struktur Model Variabel X2 dengan Y	95
Gambar 4. 6 Hasil Uji t-Value Profesionalitas Guru dengan Karakter Religius	98
Gambar 4. 7 Hasil Uji Validitas Full Model.....	101
Gambar 4. 8 Modifikasi Model	104
Gambar 4. 9 Hasil Uji t-Value Full Model.....	107
Gambar 4. 10 Contoh BBO KAF	124



UIN SUNAN AMPEL
S U R A B A Y A

DAFTAR LAMPIRAN

Lampiran 1 : Surat Keterangan Pemeriksaan Plagiasi	162
Lampiran 2 : Kartu Konsultasi Disertasi.....	163
Lampiran 3 : Populasi dan Perhitungan Sampling	165
Lampiran 4: Output SPSS Uji Reliabilitas Instrumen menggunakan Kappa	166
Lampiran 5: Instrumen Penelitian Situational Judgement Test.....	167
Lampiran 6: Lembar Review Instrumen Penelitian	182
Lampiran 7: Lembar Instrumen Pengamatan	188
Lampiran 8: Verivikator Instrumen Observasi.....	207
Lampiran 9: Output Lisrel.....	208
Lampiran 10: Data Variabel Keterlibatan Keluarga.....	217
Lampiran 11: Data Variabel Religiusitas Keluarga	220
Lampiran 12: Data Variabel Profesionalitas Guru	225
Lampiran 13: Data Variabel Karakter Religius.....	230
Lampiran 14 : Instrumen Wawancara	235
Lampiran 15 : Modul Kuttab Al Fatih	238
Lampiran 16: Surat Keterangan Proofreading.....	239



UIN SUNAN AMPEL
S U R A B A Y A

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