

INTERNALIZING THE EXEMPLARY VALUE OF BRIGADIER GENERAL KH SYAM'UN FOR THE MODERN GENERATION**Nurdina Fitri*, Siti Muamala, Encep Syarifudin, Machdum Bachtiar**

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Abstract

In the current era of digital globalization, the modern young generation is faced with a crisis of role models who are able to balance aspects of spirituality and professionalism discipline, so it is necessary to internalize or re-instill the figure of a historical figure who has a multi-talented character to be a moral compass for the current Generation Z. The purpose of this article is to analyze the internalization of the exemplary character of Brigadier General KH Syam'un a hero from Banten in the modern generation, the importance of this research to answer the challenges of modern education in shaping the character of the young generation to become future leaders who have character and Islamic values. This research method uses a historical-qualitative approach, with data collection techniques and literature studies. The results of this finding are that the figure of kh syam'un can be a source of transformative learning that not only enriches the character dimensions of the modern generation, but also strengthens the orientation of education towards quality and relevance in the era of disruption.

Keywords: Brigadier general KH Syam'un; Internalization of exemplary behavior; Historical figure; Modern generation.

INTRODUCTION

21st Century Modern education faces great challenges in maintaining a balance between technical competence and moral formation so that the search for exemplary models becomes a strategic urgency to shape the character of students holistically (Tabroni, Pajar, Raffi Maulana, & Jalilah, 2023). Educational institutions need exemplary figures who are able to integrate religious values and professionalism so that students are able to face the social dynamics of the 21st century. The pressure of globalization and digitalization causes the process of value socialization to become fragile if it is not supported by a consistent role model in daily educational practices. The modern education system cannot promise to give birth to trustworthy, honest, intellectually and spiritually intelligent generations, even today we are presented by government figures who do not exemplify good values for the nation's generation, so that there is a lot of corruption, and greed of officials as a role model for the nation's generation of education (Basori, Pasaribu, & Amalya, 2025).

Research on education policy shows that exemplary is not only related to curriculum materials, but also to management methods that affect the culture in schools and the learning atmosphere (Novriyanto, Apriyana, & Komariyah, 2023) Also, empirical studies in modern Islamic educational institutions reveal that incorporating example in school management can increase teachers' moral dedication as well as student participation in value-based activities (Abdullah & Rahman, 2025) Therefore, finding a suitable model of example is very important to connect the demands of skills in modern times with the moral needs of students. In addition, the application of exemplary behavior can play a role as a strategic tool in managing changes in educational institutions to remain responsive and ethical.

Several case studies in the region show that adopting local figures as examples adds relevance to the value for students, because of the attachment in terms of history and context. Thus,

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the choice of exemplary models must have historical recognition and conformity with teaching methods that can be applied in modern schools (Rahmawati, Tanjung, & Gusmanelli, 2025). The importance of seeking these exemplary models is as an effective response to the need to integrate competence with character in this complex era (Nurizzati & Binga Juanti, 2025). Although historical figures hold valuable moral values, there is a real gap when these historical values are confronted with 21st-century learning needs such as creativity, collaboration, and digital literacy. Many studies of Islamic education management show that the adoption of traditional values without reinterpretation creates friction with the methods of participatory pedagogy and student-centered learning that are now advocated. This gap often arises due to differences in historical context—effective values in traditional leadership situations may not necessarily fit into more inclusive modern classroom practices. In addition, there is a risk of romanticizing historical figures that eliminate critical and contextualizing aspects so as to give rise to a dogmatic model of exemplary (Amirudin, 2023).

Research conducted in various madrassas and pesantren shows that if there is no adjustment in teaching methods, traditional examples are often only symbolic activities that do not greatly affect students' critical thinking abilities. Therefore, the main problem is how to change the context of historical values to suit 21st-century skills without neglecting their ethical essence. Curriculum management needs to be able to connect tradition with innovation so that old values can be reinterpreted in relevant practices. In addition, the study recommends a blended approach (traditional values plus modern practices) that maintains moral legitimacy while embracing newer learning methods (Anugrah, Amrullah, & Esha, 2022). In the end, the important issue is not to eliminate historical value but to turn it into a tool to improve the capabilities of the 21st century. This requires an active role of managerial and teaching in education to design adaptive and critical integration.

Brig. Gen. KH Syam'un was chosen as the focus because of his unique position as a scholar, educator, and military leader who contributed to the development of educational institutions in Banten, so he offered a combination of religious values and practical leadership (Wahyudi, Bachtiar, & Muslihah, 2025). The biography and historical study of Brig. Gen. KH Syam'un show his active role in the reform of Islamic boarding schools and the establishment of modern educational institutions that combined religious and general curricula, making them relevant for the study of exemplary integration.

Based on these problems, this article formulates the main problems: how to identify the relevant exemplary values of Brig. Gen. KH Syam'un and how to design a model of integrating these values into modern management practices and educational curricula(Utami et al., 2025). The sub-issues raised include: (1) which of the values of the figure of Syam'un are transformative for education in the 21st century; (2) what pedagogical and managerial methods are effective for integration; and (3) risks and limitations that must be anticipated in the integration process (Abnisa & Azis, 2025).

The purpose of this research/writing is to provide a conceptual framework and practice recommendations for managers and educators in applying historical examples contextually and critically. In addition, the article aims to map policy implications for the development of character curriculum that combines local values and global competencies (Aisyah, Hardika, Iriyanto, Maningtyas, & Utamimah, 2024) . With a focus on empirical studies and indexed literature reviews, this study also intends to test the hypothesis that pedagogically modified exemplary integration can improve students' 21st-century character and capabilities. The expected outcome is an integration model that is applicable to modern Islamic schools as well as managerial guidelines that can be piloted. Finally, this article wants to encourage reflective practices so that the adoption of historical values does not become passive reproduction but a critical reinterpretation process that supports educational transformation (Basori et al., 2025).

RESEARCH METHOD

In this paper, the researcher uses a qualitative method, where this method is a research approach used to understand social phenomena, human behavior, or experiences from the perspective of a particular individual or group. This research focuses on an in-depth exploration of individual views, attitudes, motivations, and experiences in specific contexts. This method is used when researchers want to gain in-depth insights into a problem or phenomenon that cannot be quantitatively measured.

Data collection techniques are ways of collecting data through data collection sources, methods and tools. The data collection technique used in this study is a literature study. In this study, it is carried out by collecting data to understand each conclusion, and using data sources as literature and references to understand and analyze research findings from research sources of books, journals, and scientific papers. This method is used, because it makes it easier for the author to make a research, so as to get its own values with a data collection technique through interviews conducted with several trusted sources.

RESULT AND DISCUSSION

Brief History of Brigadier General KH Syam'un

Brigadier General KH Syam'un is a crucial figure in education and the struggle to achieve Indonesian independence, especially in the Banten area (Wiryono, 2012) His life and journey show an extraordinary combination of religious expertise, social leadership, and strategic ability in the field of government. He started from a simple salafi boarding school in Delingseng, where his grandfather, Ki Wasyid, a well-known figure in Cilegon at the time, hoped that Syam'un would become a scholar. For this reason, he received religious education traditionally, but later also became actively involved in the reform movement that prioritized the merging of religious knowledge with general knowledge. His involvement in education is shown through his actions in establishing and developing educational institutions based on progressive Islamic values.

Brigadier General KH Syam'un is known as a scholar who can balance scientific knowledge with social attention, which is highly valued in the management of modern Islamic education (Anggrayani, 2021). Apart from being an educator, he also contributed to the government of the Dutch East Indies and at the beginning of the independence period, showed his ability in public administration. Many literature depicts Sham'un as a figure who had a deep commitment to public morality and his service to society. His historical traces show that the values of struggle he held were not only related to politics, but also rooted in religious mandates (Amelia Nur Rochim & M Imamul Muttaqien, 2025) Based on this historical background, Syam'un is often considered a representative figure who can connect local traditions with the spirit of nationalism. Its historical profile is increasingly important when analyzed in the context of exemplary actions for today's education.

Brigadier General KH Syam'un made a revolutionary contribution in the field of education by transforming traditional Islamic boarding schools into a modern Islamic education system. Through the establishment of the Al-Khairiyah Islamic Boarding School in 1925, he spearheaded the implementation of a class-based system and integrated the religious curriculum with general subjects such as mathematics, history, and language, to balance the discriminatory Dutch colonial education system (Agustian, 2018) . As an innovator who received his education at Al-Azhar in Egypt, KH Syam'un succeeded in changing the educational paradigm in Banten from an individualistic method known as sorogan to a formal educational institution capable of producing strong intellectual and nationalist leaders, as well as spiritually and managerially resilient.

Brigadier General KH Syam'un emphasized the importance of teachers as role models so that the moral quality of educators becomes the center of educational transformation (Amirudin, 2023). His role in fostering the community through non-formal education and social activities demonstrates his commitment to community empowerment. The values he built in educational institutions aimed to produce a generation of intellectuals who are religious, disciplined, and able

to contribute to the country (Permana & Suhaili, 2019) This holistic approach is cited as one of the reasons why the figure of Sham'un is still relevant to be studied in the context of the 21st century. Thus, his contribution in the field of education went beyond administrative functions and became an ethical foundation for the reconstruction of modern examples.

The figure of Syam'un is often interpreted through a value approach, because his leadership reflects integrity, discipline, and strong principles. In the history of Islamic education, he is considered a figure who reflects the balance between military firmness and moral gentleness as a scholar (Permana, 2024). The courage he showed in the physical struggle was combined with the wisdom seen in the educational decisions he made. In addition, his leadership is also filled with a culture of hard work and perseverance in establishing a sustainable educational institution. Research on education management confirms that the Sham'un leadership model is in line with the concept of value-based leadership, which is now widely applied in modern Islamic institutions. In addition, his spiritual character makes his leadership more transformative, driven by a strong moral orientation. His combined traits as a cleric and a public manager helped him in overcoming complex structural challenges. He also showed high social concern, especially related to the issue of justice and education for marginalized communities. In modern analysis, these values are considered to be a relevant foundation for character education in the 21st century. Therefore, research on the example of Syam'un is often used as a reference in the development of contemporary Islamic educational ethical models (Anugrah et al., 2022).

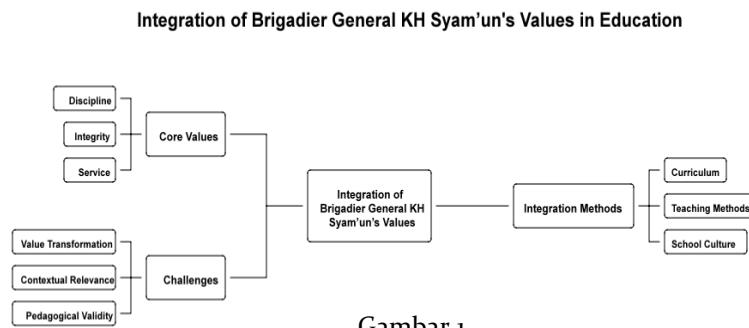
The value of Syam'un exemplary is relevant for modern education because it emphasizes the integrity, dedication, and social responsibility needed in today's education management (Syarifudin, 2020). In the context of modern Islamic schools, these values are in line with efforts to form students who have strong character and global competence. Local figures with a clear educational and social track record are easier to be used as role models in character learning. The discipline and consistency of values shown by KH. Syam'un is in accordance with the needs of 21st century education which demands work ethic, moral literacy, and leadership skills. This relevance is also seen through its emphasis on spiritually oriented and pragmatic education (Eryandi, 2023). His leadership model approaches the concept of transformational leadership in modern education management. The value of public service that he practices is an ethical foundation for students to understand the importance of social contribution in the global era. In addition, the integrative approach between religion and science that he developed was in accordance with the contemporary Islamic education curriculum. The values of honesty and courage that he applies can also be adapted in the context of digital character learning (Rochim & Muttaqien, 2025) Therefore, Syam'un's example is an important reference for the reconstruction of character education that is relevant, contextual, and applicable for the present.

Brig. Gen. KH Syam'un Model of Exemplary Integration in Modern Education

The integration model exemplified by Brig. Gen. KH Syam'un can be applied in today's education by making its basic values the basis of ethics in Islamic educational institutions. Values such as discipline, integrity, and devotion that he shows can be transformed into managerial principles that prioritize accountability, ethical leadership, and a culture of cooperation (Samsudin, Permana, & Erwinskyah, 2025) At the conceptual level, this integration requires a process of reinterpretation so that historical values can be adapted to the context of 21st century education. This approach is in line with the concept of values-based Islamic education management and emphasizes the alignment between morality and school management, along with a character development model that can adapt to current social changes.

The internalization and application of Syam'un's exemplary values in the learning process can be done through curriculum, teaching methods, and culture in schools that emphasize the relationship between spirituality, leadership, and social responsibility. Project-based curriculum, historically informed discussions, and character-building activities can be designed so that students can understand the value of integrity and devotion through real-life experiences. Here, the teacher serves as a role model that displays exemplary values in the daily actions that occur in the classroom

(Setyaningrum, Rais, & Setianingsih, 2020) This method is in line with transformative leadership theory in the context of Islamic education as well as exemplary-based character building strategies that have been widely developed in research.



Gambar 1

Dynamics and Risks of Value Internalization

The process of incorporating historical examples into education today has a risk that these values can change when educators do not adapt their views of figures such as Brig. Gen. KH Syam'un to the current learning context. When exemplary stories are told without in-depth analysis, students may get too idealistic views and lose understanding of the true complexity of history (Lagut, 2020) In addition, if values are simplified, this can lead to limited moral thinking, so that the goal of character education is not achieved. Therefore, all integration efforts need to pay attention to strict curriculum methods and academic principles.

The integration of historical figures in modern education is also influenced by the relevance of the context, as not all past experiences correspond to the needs of learning in the 21st century. Values such as courage, discipline, or devotion that KH Syam'un possesses can lose their meaning if applied to the digital world that requires creativity, cooperation, and technological skills (Nur Habibah & Muhammad Farih, 2025) Teachers may get caught up in historical idealization and fail to connect it to educationally measured skills. Therefore, it is very important to have a curriculum that maintains the relevance of values to the skills needed today.

Another challenge arises from the aspect of pedagogical validity, namely when exemplary values are not formulated through a theoretical approach to Islamic education management that can be scientifically tested (Abnisa & Azis, 2025) Without a clear implementation framework, exemplary integration is just a normative slogan with no real contribution to the learning process. Teachers need to ensure that the grades taught have behavioral indicators, internalization strategies, and measurable evaluation mechanisms. This demands integration between historical studies, Islamic education management theory, and competency-based learning design.

This study shows that the application of Brig. Gen. KH Syam'un's example in modern education is very meaningful when seen as a process of value renewal, not just glorifying history. Key values such as integrity, moral fortitude, and devotional orientation will be effective only if they are applied in competencies that are appropriate to the needs of current students (Samsudin et al., 2025) Therefore, the integration of exemplary values should not stop at strengthening historical narratives, but rather need to be focused on character formation that leads to the future in accordance with 21st century education.

The discussion of the article emphasizes that the success of integration is highly dependent on teachers' ability to connect historical values with modern evidence-based teaching approaches. The need for digital literacy, critical thinking skills, and global collaboration requires a process of value adjustment that is not simple. Therefore, the exemplary values of Brig. Gen. KH. Syam'un needs to be reconstructed through an Islamic education management approach and competency-based learning design, so that its implementation is practically relevant and can be evaluated pedagogically (Missouri, 2023)

The study also highlights the risk of value distortion and character idealization if integration is carried out without critical evaluation of the historical context and needs of modern education. Therefore, the integration of Brigadier General KH Syam'un's example needs to be accompanied by an academic validation mechanism that includes clarity of indicators, internalization strategies, and systematic evaluation procedures. With this kind of approach, the figure of KH Syam'un can be a transformative learning resource that not only enriches the character dimension of students, but also strengthens the orientation of education towards quality and relevance in the era of disruption (Islamiyah, 2022)

CONCLUSION

This study shows that the integration of Brig. Gen. KH Syam'un's example in modern education has significance if positioned as a process of value reconstruction, not just a romanticization of history. Core values such as integrity, moral fortitude, and devotion orientation are only effective when translated into competencies that are relevant to the needs of today's learners. Thus, the integration of exemplary values should not stop at strengthening historical discourse, but should be directed at the development of future-oriented characters according to the 21st century educational framework. The article's analysis confirms that the success of integration depends heavily on the ability of educators to relate historical values to contemporary evidence-based pedagogical frameworks. The demands of digital literacy, critical thinking skills, and global collaboration demand a non-linear value adaptation process. Therefore, the exemplary values of Brig. Gen. KH. Syam'un must be remapped through an Islamic education management approach and competency-based learning design, so that its implementation has practical relevance and can be measured pedagogically. The study also highlights the risk of value distortion and character idealization if integration is carried out without critical evaluation of the historical context and needs of modern education. Therefore, the integration of Brigadier General KH Syam'un's example needs to be accompanied by an academic validation mechanism that includes clarity of indicators, internalization strategies, and systematic evaluation procedures. With this kind of approach, the figure of KH Syam'un can be a transformative learning resource that not only enriches the character dimension of students, but also strengthens the orientation of education towards quality and relevance in the era of disruption.

Further research needs to develop a more standardized measurement instrument to test the effectiveness of the integration of Brig. Gen. KH Syam'un's exemplary values in improving the character competencies of students. The development of these instruments can include behavioral indicators, assessment rubrics, and validity and reliability tests that meet methodological standards. Thus, the integration of historical values does not only stop at the conceptual level, but can be empirically tested to ensure its consistency and influence on learning outcomes. Follow-up studies are also recommended to explore more varied implementation models with classroom-action, quasi-experimental, or mixed-design research approaches. The focus of the research can be directed to comparing the effectiveness of various value internalization strategies, for example through project-based learning, digital storytelling, or character modules based on local history. The approach allows researchers to identify which strategies are most effective in aligning historical values with 21st-century skills. Furthermore, research can be extended to different institutional contexts, such as Islamic boarding schools, public schools, madrasas, or non-formal education communities, to test the complexity of adapting exemplary values in different organizational cultures. Cross-regional or cross-institutional studies can provide a more comprehensive understanding of the factors that support and inhibit the integration of historical values in educational practice. With a wider scope, future research will be able to produce implementation models that are more generalist, contextual, and relevant to the dynamics of national education.

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