

**Pemberdayaan Komunitas Thailand melalui Eksperimen Qur'ani-Sains:
Program Pengabdian Masyarakat Internasional UINSA (UICE) di Thailand
*Empowering Thai Communities through Qur'anic-Scientific Experiment: A
UINSA International Community Engagement (UICE) Program in Thailand*
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ABSTRAK

Program *Qur'anic-Scientific Experiment* yang dilaksanakan melalui UINSA International Community Engagement (UICE) di Institut Al-Abdia, Thailand, menawarkan pendekatan pedagogis inovatif yang mengintegrasikan ayat-ayat Al-Qur'an dengan eksperimen sains untuk memperkuat kemampuan multibahasa dan literasi ilmiah siswa. Menggunakan kerangka *Asset-Based Community Development* (ABCD), kegiatan ini memanfaatkan potensi lokal, termasuk kemampuan dasar tahfidz dan pembelajaran bahasa, untuk mengembangkan model pembelajaran kontekstual yang interaktif. Dua eksperimen utama, yakni *Two Immiscible Liquids* yang merujuk QS. Al-Rahman 55:19–20 dan *Fingerprint Analysis* yang dikaitkan dengan QS. Al-Qiyamah 75:3–4 membuktikan bahwa visualisasi fenomena ilmiah mampu memperdalam pemahaman tafsir, mendorong penalaran ilmiah, serta meningkatkan penguasaan kosakata Arab dan Inggris. Temuan menunjukkan meningkatnya kemampuan siswa menjelaskan konsep ilmiah secara bilingual, berkembangnya pola pikir inkuiri, dan meningkatnya motivasi belajar. Integrasi empiris-tekstual ini menggeser pembelajaran dari sekadar hafalan menuju pemahaman reflektif dan analitis.

Kata Kunci: Eksperimen Qur'ani-Sains, KKN Internasional, UICE, Al-Abdia, Thailand.

ABSTRACT

The *Qur'anic-Scientific Experiment* program, implemented through UINSA International Community Engagement (UICE) at the Institute of Al-Abdia, Thailand, offers an innovative pedagogical approach that integrates Qur'anic verses with science experiments to strengthen students' multilingualism and scientific literacy. Using an *Asset-Based Community Development* (ABCD) framework, this activity leverages local potential, including basic memorization and language learning skills, to develop an interactive, contextual learning model. Two key experiments—*Two Immiscible Liquids*, referring to Surah Al-Rahman 55:19–20, and *Fingerprint Analysis*, linking to Surah Al-Qiyamah 75:3–4—proved that visualizing scientific phenomena can deepen understanding of interpretation, encourage scientific reasoning, and improve Arabic and English vocabulary mastery. Findings indicate an increase in students' ability to explain scientific concepts bilingually, the development of an inquiry mindset, and increased motivation to learn. This empirical-textual integration shifts learning from mere memorization to reflective and analytical understanding.

Kata Kunci: Quranic-Scientific Experiment, International Community Engagement, UICE, Al-Abdia, Thailand.

INTRODUCTION

Thailand, known as the Land of the White Elephant, based on a 2015–2024 survey, consists of 91.5% Buddhists, 8.2% Muslims, 1.2% Christians, and the rest following other religions. This data indicates that Muslims in Thailand are a minority within a predominantly Buddhist population (Pengpid & Peltzer, 2025). As a result,

the implementation of Islamic based-curriculum in Thai's educational institutes remains uncommon.

As a minority community, Thai Muslims are required to possess strong integrity and adequate intellectual capacity to maintain their Islamic identity while interacting with the broader multicultural

environment. This condition also creates a pedagogical demand: Muslim students must master Arabic and English to properly understand Qur'anic principles, scientific concepts, as well as to communicate effectively at the international level(Sanurdi, 2018).

The main challenge currently highlighted in Islamic da'wah in Thailand, particularly in Islamic education for the younger generation, is how to effectively deliver Islamic information, messages, or learning through various sources, most of which use English-language references as the international language(Hukum, 2025).

These challenges have motivated the Al-Hidayah Waqaf Foundation for Education and Social Development in Thailand to collaborate with The UINSA International Community Engagement (UICE) in organizing various social initiatives, particularly in the fields of Islamic education and English language education.

The Foundation understands that the low level of Arabic and English proficiency among Muslim students cannot be improved without first strengthening the competence of their teachers. This perspective is inspired by historical examples such as Japan's recovery after the Nagasaki bombing, where national revitalization began by gathering and upgrading the quality of educators(Diehl, 2014).

Similarly, Al-Hidayah views teacher capacity-building as the cornerstone for empowering Muslim communities in Thailand. Through collaboration with UICE, the Foundation seeks to introduce pedagogical innovations such as Qur'anic-scientific integration so that teachers are equipped with stronger linguistic, scientific, and pedagogical skills, enabling them to guide students toward improved multilingual abilities and deeper Qur'anic understanding.

A UINSA International Community Engagement (UICE) is a program which is

initiated by *Lembaga Penelitian dan Pengabdian Masyarakat* (LP2M) of Sunan Ampel State Islamic University, Surabaya in the context of international community engagement and service(Farahdiba dkk., 2024). Through UICE or the *Kuliah Kerja Nyata* (KKN) students International program, both institutions aim to create cross-cultural learning opportunities while strengthening the language skills and Islamic understanding of the younger generation to be implemented academic activities, external relations research, and public services(Zulfa, 2016).

This program serves as a bridge of knowledge and humanity between nations, paving the way for sustainable collaboration in the future. The primary target of UINSA, International community engagement program is the young Muslim generation in Thailand, who are currently navigating the strong currents of globalization, secularism, and liberalization. These challenges are further compounded by the widespread temptations of modern entertainment, alcohol, and promiscuity, which can erode their interest in studying religion and weaken their Islamic understanding(Wahyuni dkk., 2024).

The youth, as the pillars of civilization and the future of the Muslim ummah, are a source of hope who must be equipped not only with strong faith Islam but also with intellectual capabilities including expert skill in English, so they can become agents of change and contribute to building Islamic civilization(Choir & Aziz, 2024).

The Institute of Al-Abdia, located in Prik Subdistrict, Sadao District, Songkhla Province, Thailand, was chosen as the

research site because of its distinctive integration of Qur'anic memorization (tahfidz) and English language learning. This rare combination makes the school unique among Islamic institutions in Thailand. Positioned in Southern Thailand, where Muslims are a minority, Al-Abdia serves as both a center for strengthening Islamic identity and a platform for cross-cultural learning.

The collaboration between UIN Sunan Ampel Surabaya (UINSA) and the Al-Hidayah Waqf Foundation further enhances the significance of this site, as it becomes part of an international community service program focused on Islamic and English education. The diverse student backgrounds and their limited English proficiency create an ideal setting for exploring innovative methods that integrate the Qur'an with Al Quran and Science. Thus, Al-Abdia Institute provides a representative case for studying the development of multilingual abilities among young Muslims in Thailand.

In light of these pedagogical challenges, this study seeks to examine how the integration of the Qur'an and visual media can enhance the multilingual abilities of students at Al-Abdia Institute in Prik, Thailand. In line with this problem, the objective of the study is to develop the existing learning model to achieve broader educational goals and to analyze the extent to which the integration of the Qur'an and visual media contributes to improving students' multilingual skills.

The indicators of success include: (1)improvements in students' Arabic and English vocabulary related to Qur'anic and scientific themes; (2)increased ability to articulate scientific ideas in both languages; (3)enhanced comprehension of Qur'anic meanings supported by visual media; and (4)positive assessments of students' communication performance by teachers.

Al-Abdia Male Ma'had was established on November 29, 2020, while the Female Ma'had was founded on June 1, 2025. From the beginning, the institution has carried a vision to nurture young Thai Muslims aged 8 to 12 years old to be strong in faith, knowledgeable, and capable of becoming leaders who contribute to society, with a solid foundation in Qur'an memorization. Its mission is to integrate Qur'anic memorization with English language learning so that students are not only firm in their faith but also equipped with global communication skills, while preparing them to actively engage in community development. Thus, Al-Abdia Ma'had strives to produce graduates with Islamic character who are also ready to face global challenges.

Based on the background of the study described earlier, the research problem is how Al-Qur'an and visual media can enhance the multilingual ability of Al-Abdia students in Prik, Thailand. In line with this problem, the objective of the study is to develop the existing learning model to achieve broader educational goals and to analyze the extent to which the integration of the Qur'an and visual media contributes to improving students' multilingual skills.

METHOD

This community service program was implemented using the *Asset Based Community Development* (ABCD) method. ABCD was formed based on principles put forward by John McKnight and Jody Kretzmann, who are also the founders of the *Asset-Based Community Development* (ABCD) Institute(Singh dkk., 2023).

The asset-based approach helps communities see reality and internal conditions and enables change. This

approach focuses on strengths and potential of the community, not its shortcomings and helping them realize their vision (Abdurrahman, 2024). In this study, the ABCD technique was used because the researchers went directly to the research location to help the community (students) learn about Quranic science. The introduction was carried out through direct learning through practice or theory.

A community or group is responsible for the process of empowerment and sustainable development. Researchers play a crucial role as facilitators who directly apply empowerment to communities or groups regarding the improvement of quality of life in all aspects to achieve progress. Quoting Green and Ilaines, there are five types of capital in the process of developing a business: physical capital, financial capital, social capital, environmental capital, and human capital (Green & Haines, 2016).

The above criteria form the basis of the ABCD approach, which aims to empower communities by valuing the potential and assets they possess. This approach, using this method, can bring about sustainable change and involve active participation and collaboration among all parties in achieving common goals (Salahuddin, 2016). Thus, the ABCD research context can serve as an important foundation for enhancing multilingual capabilities among Thai students at Al-Abdia Prik Thailand Institute, through the Quran and visual media, where the latest scientific knowledge resources are highly valuable (Ellis & Wulff, 2019).

The following were the process of implementing Al-Qur'an science at the Al-Abdia Prik Thailand Institute, including observation, discussion, planning, conceptualization, implementation, material presentation, practice, evaluation, and suggestion.

Observation is a data collection technique in which researchers systematically observe and

record behaviors, events, or phenomena in the research object (Syarif & Yunus, 2013). It was conducted by observing the project and materials relevant to the environment during community service. Next, discussions were held to exchange thoughts and ideas among individuals about what needed to be prepared to carry out the project. After identifying the idea, the Quranic-Scientific project was designed collaboratively.

The purpose of the Quranic-Scientific project is to conduct a science practice project and gain an understanding of science materials directly related to the verses of the Quran, explaining the verses of the Quran and science directly to the children and encouraging them to practice their truth directly (Suryawati & Osman, 2017). Furthermore, through the presentation of materials and direct science practices, it is hoped that children will become more enthusiastic about memorizing the Quran, each individual will become more convinced of the truth of the Quranic verses, each child will be able to study the Quran in an enjoyable way through science practices, and each student is expected to become accustomed to the Quran using a foreign language, namely English.

Evaluation in this project requires more thorough preparation and the presentation of material in an engaging manner so that every student who does not understand a foreign language can grasp the purpose and objectives of this project. Moving forward, it is hoped that this project, conducted by the students, can be

further developed through varied scientific practices and more engaging methods of presenting material, such as games or quizzes.

RESULT AND DISCUSSION

The activities proposed by UINSA International Community Engagement (UICE) on Institute of Al-Abdia were focused more on Al-Qur'an comprehension and language skills improvement since the institution's main program is Al-Qur'an memorization and English education. Through this program, the four representative students successfully introduced a project called *Qur'anic Scientific Experiment*, a learning program that combines student's Qur'anic memorization ability with science experiments by using English not Thai or else, because applying it to the classroom context will help understand how cultural and linguistic factors impact learning (Matiso, 2024).

The program offers deep understanding on what students have memorized from the Al-Qur'an with a real world phenomena that has been written in *ayat* Al-Qur'an. It is inspired by the phenomenon of the meeting of two seas is a fascinating and often awe-inspiring natural phenomenon. Visually, this meeting can be seen as a clear boundary between two distinct bodies of water, as is frequently observed in various locations around the world, like in the Strait of Gibraltar, where the Mediterranean Sea and the Atlantic Ocean meet (Padang dkk., 2024).

The science experiments were used to show students how the phenomena work from scientific perspective. Moreover, before holding the science experiment, there will be a presentation regarding the correlation between the selected *ayat* with the experiment using English language which will make students gain more new vocabulary, allowing them to improve their English skill. Under Institute of Al-Abdia's

principal and their head of academics



Figure 1: Focused Group Discussion

approval, this program was conducted on 28th of July 2025.

The program was held after observing the availability of assets on Institute of Al-Abdia. Once these assets including institutional assets, human resources assets, and Al-Qur'an and language skill assets had been identified, a learning plan was designed to align with the strengths and educational goals of Al-Abdia. The assets observation before starting the program was the first stage of Asset-Based Community Development (ABCD) approach from the UICE program activities in Institute of Al-Abdia

In addition, after identifying available assets and developing a program plan, the program was then discussed with the principal and the head of academics of Institute of Al-Abdia. Finally, the program proposal was warmly accepted by all the academics there and they fully supported this program.

The discussion result also determined 3rd and 4th grade English students will be participating in this program since it requires students with at least advanced English basic skills. Students' grade levels at Al-Abdia are classified not only by age but also by their English language proficiency. This classification system divides students into

four grades, with 1st and 2nd grade as the beginner-level learners class and 3rd and 4th grade as more advanced English learners.

Since the Qur'anic Scientific Experiment program is most likely to have some non-basic vocabulary, it is important to choose students with strong English language skills. Therefore, 3rd and 4th grade students were selected as this program will combine Qur'anic interpretation with science and the students from these grades have a wider vocabulary and better understanding.

With the participants selected, the instructional team proceeded to identify Qur'anic verses that reference observable natural phenomena. Two verses were chosen as thematic anchors for the program: QS. Al-Rahman (55:19–20), which describes two seas that meet but do not merge due to a barrier (*barzakh*), and QS. Al-Qiyamah (75:3–4), which refers to the restoration of fingertips, interpreted as a reference to the uniqueness of human fingerprints. These verses were paired with simple, hands-on experiments



Figure 2: Two students practicing two immiscible liquids experiment

designed to reinforce understanding and stimulate inquiry.

The first experiment as illustrated in Figure 3, is Two Immiscible Liquids experiment. It involved pouring water and colored cooking oil into a clear bottle to observe how the liquids remain separate. This visual simulation helped students grasp the concept of *barzakh* and relate it to both scientific principles and Qur'anic teachings. From that experiment, the authors

found some findings from the first project, as follows:

Table 1: Key findings of the two immiscible liquids experiment

Observed Aspects	Key Findings
Qur'anic Understanding	Students were able to explain the concept of <i>barzakh</i> (QS. Al-Rahman 55:19–20) more concretely after seeing the separation of water and oil. They independently connected scientific phenomena with the meaning of the verse.
Scientific Reasoning	Students demonstrated improved scientific thinking skills through questions such as the causes of layer separation and the effects of liquid agitation, indicating the emergence of an inquiry-based mindset.
Vocabulary Mastery	Scientific vocabulary such as density, layer, immiscible, and separation are actively used to describe

	observations, demonstrating strong retention and increased confidence in English language skills.
Student Engagement	Enthusiasm increased significantly; students followed the experiments with intense focus, requested repetitions of demonstrations, and actively participated in discussions.
Integration of the Qur'an and Science	Experiments show that visual-empirical learning reinforces the meaning of verses and shifts students from memorization to contextual and reflective understanding.

Table 1 show that visualizing the separation between water and oil effectively strengthened students' interpretation of the concept of *barzakh* in QS. Al-Rahman (55:19–20). Students no longer perceived the verse merely as memorized text but as a representation of a real scientific phenomenon grounded in density differences between liquids. Their improved use of scientific vocabulary in English and the emergence of inquiry-based questions

indicate a development in scientific reasoning and bilingual communication skills.

The increased engagement also suggests that the contextualization of Qur'anic verses through scientific demonstrations can activate intrinsic learning motivation within Islamic educational settings. These results affirm that direct experiential learning plays a transformative role in bridging scriptural knowledge and empirical understanding.

The second experiment focused on fingerprint analysis, where students collected and compared their own fingerprints, observed ridge patterns, and discussed the uniqueness of each sample in light of the Qur'anic verse.



Figure 3: Students practicing a fingerprint experiment

Figure 4 illustrate the enthusiasm of students doing fingerprint experiment. From that experiment, several findings were found, as follows:

Table 2: Key findings of fingerprint experiment

Observed Aspects	Key Findings
Qur'anic Understanding	Students understand QS. Al-Qiyamah 75:3–4 more concretely after

	seeing that each fingerprint has a unique pattern (loop, arch, whorl), so that the verse about "fingertips" can be read as an affirmation of human biological identity.
Analytical Skills	Students are able to identify differences in fingerprint patterns, perform classification and pattern recognition, and provide explanations of the causes and effects of these unique patterns.
Scientific Literacy	Experiments to improve students' understanding of the concepts of biometric uniqueness and forensic identification show that simple activities can introduce the concepts of

	biology and criminalistics.
Language Development	Students use scientific terms in English such as ridge pattern, unique identity, and fingerprint analysis, demonstrating improved vocabulary retention and confidence in communication.
Student Engagement	The level of engagement was very high; students actively compared finger patterns, discussed, and related the results to messages from the Qur'an, indicating the success of the experiential learning approach.
Integration of the Qur'an and Science	The experiment confirms that empirical learning can open up scientific dimensions in Qur'anic verses,

	moving students from textual memorization to analytical and reflective understanding.
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Table 2 reveal a significant shift in students' Qur'anic literacy, as they linked the biological uniqueness of fingerprints to the Qur'anic reference in QS. Al-Qiyamah (75:3–4). This connection demonstrates a deeper level of comprehension in which Qur'anic narratives are understood as scientifically meaningful rather than purely symbolic. Students' ability to classify ridge patterns and articulate their observations using English scientific terminology reflects cognitive growth in analytical thinking and language proficiency.

Furthermore, the high level of curiosity and active participation during the activity highlights that hands-on exploration enhances relevance and engagement in Islamic learning. These findings underscore the value of integrating Qur'an and science as a pedagogical strategy to cultivate a holistic understanding that is both spiritually grounded and empirically aware.

The overall implementation of the program demonstrates that integrating Qur'anic–scientific experiments not only strengthens students' comprehension of Qur'anic tafsīr and scientific concepts, but also embodies the core practices of the *Living Qur'an* tradition while

improving their Arabic and English vocabulary. In the perspective of *Living Qur'an* studies, the Qur'an is not merely a textual object to be recited or memorized, but a dynamic source of meaning that lives through pedagogical practices, daily rituals, and social embodiment within a community (Ali dkk., 2025).

It also enhanced their ability to explain scientific ideas in both languages, promoting bilingual proficiency. Most importantly, the activities reinforced the Qur'an's relevance to modern knowledge and inspired students to view Islam as a faith that encourages inquiry and reflection. The positive response and active engagement of students suggest that this model of Qur'an–science integration holds strong potential for future curriculum development in faith-based educational settings.

CONCLUSIONS

The program implemented at the Institute of Al-Abdia, Prik, Thailand demonstrates an effective approach to enhancing multilingual abilities, especially in Arabic and English, through the integration of Qur'anic studies and visual media. through the integration of Al-Qur'an learning and visual media. The combination of interactive learning systems, such as scientific experiments based on Qur'anic verses, enables students not only to enhance

their language skills but also to develop deeper cognitive and spiritual understanding. The scientific experiments linking scientific concepts with Qur'anic interpretation stimulate learning interest, self-reflection, and better conceptual comprehension, making the learning experience more contextual and meaningful for the students.

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