

THE ROLE OF ISLAMIC EDUCATION SUBJECT IN INCREASING STUDENT'S EMOTIONAL INTELLIGENCE IN SMAN 12 BANDAR LAMPUNG

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Abstract

Emotional intelligence is the ability to control emotions, maintain and boost motivation to not easily give up, control and cope with the stress, accept the reality, as well as be acceptance during difficulties. The emotional intelligence cannot be separated education, especially from Islamic Education subject. Thus, the research aimed to find the role of Islamic Education subject in improving students' emotional intelligence and the factors that inhibit Islamic Education subject in improving students' emotional intelligence at SMAN 12 Bandar Lampung. This research used qualitative research with descriptive approach. Data collection methods used focus group discussions (FGD), observation, interviews and documentation. The data were analyzed by data reduction, data presentation and conclusion drawing. From this study, it was concluded that Islamic Education subject at SMAN 12 Bandar Lampung improved the students' emotional intelligence through religious activities such as reading the Qur'an, commemorating religious events, and visiting other students who were in difficulties. They were done in addition to the main activity of teaching and learning in the classroom. On the other hand, the obstacle factors consisted of internal and external factors, among others: IQ factor/ genetic intelligence that was student's ability to learn the material which affected their ability to comprehend it, the lack of students' concentration to participate in learning activities, and lack of attention from their parents that also affected students' learning motivation.

Keywords: Emotional intelligence, Islamic Education subject

Abstrak

Kecerdasan emosional merupakan kemampuan mengendalikan diri (mengendalikan emosi), memelihara dan memacu motivasi untuk terus berupaya dan tidak mudah menyerah atau putus asa, mampu mengendalikan dan mengatasi stress, mampu menerima kenyataan, dapat merasakan kesenangan meskipun dalam kesulitan. Untuk memperoleh kecerdasan emosional tersebut tidak terlepas dari pembelajaran yang berkaitan dengan pendidikan agaman Islam (PAI). Berdasarkan hal tersebut penelitian bertujuan untuk mengetahui Bagaimana Pembelajaran Pendidikan Agama Islam (PAI) dalam meningkatkan kecerdasan emosional siswa dan Faktor-faktor apa saja yang menghambat Pembelajaran Pendidikan Agama Islam (PAI) dalam meningkatkan kecerdasan emosional siswa SMAN 12 Bandar Lampung. Penelitian ini menggunakan pendekatan kualitatif dan jenis penelitian deskriptif, metode pengumpulan data menggunakan focus group discussion (FGD) observasi, wawancara dan dokumentasi. Teknik analisis data menggunakan reduksi data, penyajian data dan penarikan kesimpulan. Hasil penelitian dapat disimpulkan bahwa pembelajaran PAI dalam meningkatkan kecerdasan emosional siswa SMAN 12 Bandar Lampung yaitu dengan Melalui kegiatan-kegiatan keagamaan seperti membaca AL-Qur'an, peringatan hari-hari besar, kunjungan terhadap siswa yang mendapatkan musibah disamping kegiatan rutin yaitu pembelajaran PAI di kelas yang setiap minggunya diikuti oleh semua siswa sehingga dapat meningkatkan kecerdasan emosional siswa tersebut sedangkan Faktor-faktor penghambatnya yaitu faktor internal maupun eksternal antara lain : Faktor IQ/kecerdasan genetik ; seperti kemampuan seseorang dalam mempelajari materi yang disampaikan hal ini berpengaruh terhadap daya tangkap mereka dalam memahaminya. Kurangnya keseriusan siswa dalam mengikuti pembelajaran tersebut sehingga

berdampak terhadap kecerdasan emosional mereka dan kurangnya perhatian orangtua juga berpengaruh terhadap motivasi siswa dalam belajar.

Kata Kunci : Kecerdasan Emosional dan Pembelajaran Pengetahuan Agama Islam (PAI)

INTRODUCTION

Act of The Republic of Indonesia Number 20 of 2003 stated that education is a conscious and planned effort to provide a learning atmosphere and learning process to actively develop students' potential to have religious spiritual strength, self-control, good personality, intelligence, noble character and skills needed for themselves, society, the nation.

According to Ngalim Purwanto as quoted by Barnawi & M. Arifin in his book entitled *Ethics and the Educational Profession*, it was stated that "education is categorized as a success if the teachers' performance in the institution meets the standards of academic qualifications and are competent in their fields".¹ Considering that the teachers will directly face the students, teachers are expected to have several competences, which are professional competence, pedagogical competence, personal competence, and social competence.

Furthermore, human beings have three kinds of intelligences namely intellectual intelligence (IQ) that is related to cognitive ability, emotional intelligence (EQ) that is related to social attitudes and behavior, and spiritual intelligence (SQ) that is related to spiritual attitudes. If children have these three intelligences in balance, it is likely they will grow as individuals who are independent, responsible, honest, and have strong souls. In fact, many successful people only have high IQ but lack EQ and SQ, so that there are still many bad things that unexpectedly still happens such as brawls, criminal acts, corruption, being ignorant to the surroundings. It happens because they do not have the ability to balance their intelligence (EQ) and spiritual intelligence (SQ). Therefore, it is necessary to develop these three intelligences to create strong and superior individuals.

According to Goleman, intellectual intelligence can only contribute for the maximum of 20% to the success of an individual, while the 80% are consisted of other things including emotional intelligence. Regarding intellectual intelligence, there is a statement that intellectual intelligence tends to be innate so it is hardly changed or improved. Meanwhile emotional intelligence can be trained, studied, developed and improved since childhood, so that it has the opportunity to grow and improve so that it contributes to the success of one's life.

Emotional intelligence is a term that was first introduced by John Mayer (2003) and then popularized by Daniel Goleman in his monumental work *Emotional Intelligence*. The term emotional intelligence is put forward to describe the emotional qualities that seem important for success, including empathy, self-disclosure and understanding, likability, interpersonal problem-solving skills, perseverance, solidarity, friendliness, and respect.

Emotional intelligence is a series of non-cognitive ability, competence, and skills that influence a person's ability to overcome the demand and pressure from the environment.²

Nana Syaodah said that emotional intelligence is the ability to have self-control or also known as the ability to control emotions, maintain and boost motivation to not easily give up, control and cope with the stress, accept the reality, as well as be acceptance during difficulties.

There is still lack of attention from education to the issue of emotional intelligence development, so that education should pay more attention to it. Additionally, people's point of

¹Barnawi & M. Arifin, *Etika dan Profesi Kependidikan*, (Jogjakarta : Ar-ruz Media, 2012), p. 157

²Steven J Stein dan Howard E. Book, *The Edge, Emotional and Your Succes*, Terj.Trinada Rainy Januari dan Yudhi Murtanto, *Ledakan eQ*. (Bandung: Kaifa, 2002), p. 30

view needs to be changed that one's intelligence is not only about intellectual but also emotion. Emotional intelligence education should be carried out in all educational levels, whether it is through informal, formal or non-formal education, in which each of them has its own appropriate strategy in the implementation.

To create strong and superior individuals, it cannot be separated from Islamic education subject education. The learning activities should be done effectively and efficiently. Thus, the subject needs to be managed well which is done by mastering the teaching and learning activities of Islamic education subject.

Islamic education subject is one of the efforts to make students able and need to learn the religion, as well as motivate and make them interested to study religion continuously. Learning Islam through the subject can be done in order to know how is the correct way to practice Islam or to learn it as a knowledge, so that it brings positive changes to the individuals for their cognitive, affective as well as psychomotor aspects.³

Besides, the school subject becomes a process of learning to the student where they can learn something relevant and meaningful. The school subject also develops learning experience where the students can actively create or implement their background knowledge with their experience. These processes will lead the students to learn something effectively and efficiently.⁴

Islamic education subject begins with teaching preparation that is prepared by the teacher, starting from pre activity, whilst activity and post activity or assessment in which all are described in the lesson plan. The learning activities must be prepared well so that it can bring good change for the students.

This research was conducted at SMAN 12 Bandar Lampung. Based on the pre observations, there were still many students who had low emotional intelligence shown by as violating school rules such as coming late to school, skipping school, saying inappropriate words, having lack of discipline and so on. Based on these problems, it was necessary to have in-depth study on how Islamic education subject could improve students' emotional intelligence and what were the obstacle factor in Islamic education subject in increasing emotional intelligence of the students of SMAN 12 Bandar Lampung students.

RESEARCH METHOD

This study used qualitative research as the approach, in which qualitative research means that calculation is not involved in this research.⁵ In other words, it is considered as research that emphasizes on the real character of the data sources. According to Sukmadinata, qualitative research is aimed at describing and analyzing a phenomenon, social event, attitude, belief, perception, or the thought of individual or groups of people.⁶

This research was descriptive qualitative research which means that it investigated by describing the situation of the object and subject of research based on facts. In addition, the process was more emphasized than the result in which the researchers gave more attention to the implementation of Islamic education subject in improving students' emotional intelligence in SMAN 12 Bandar Lampung. The research subject involved all the people in the teaching and learning process that were the teachers and students of SMAN 12 Bandar Lampung as the informants for data collection. While the object of the research was about the implementation of Islamic education subject in increasing students' emotional intelligence and what were the

³Abdul Majid dan Dina Andayani, *Pendidikan...*, p.132.

⁴Muhaimin dkk, *Strategi Belajar Mengajar*, (Surabaya: Citra Media, 1996), p. 157.

⁵Lexi J, Moleong, *Metodelogi Penelitian Kualitatif*, (Bandung: PT. Remaja Rosda Karya,2002), p. 2

⁶Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan*, (Bandung: PT. Remaja Rosdakarya, 2007), p. 60

obstacle factor in Islamic education subject in increasing the students' emotional intelligence of SMAN 12 Bandar Lampung.

Qualitative research brought the researchers as the main instrument in the data collection because the researchers directly collected the data in the field through having interaction and interview with the informants, as well as making observation. The data instruments covered interviews, documentation, and observation. Data analysis were done from the beginning to the end of the research. The model of data analysis used Flow Model Analysis or interactive data analysis from Miles dan Huberman (1992) with following steps: (1) data collection, (2) data reduction, which means to select the data obtain, summarize and focus on the problem, (3) data display, which means systemize the data in a clear form, such as graphic or matrix if necessary, and (4) conclusion drawing and verification.

DISCUSSION

1. Data Description

Based on the result of the interview with the school about the profile of SMAN 12 Bandar Lampung, it was known that SMAN 12 Bandar Lampung was established in 1992 as a new project which was located at SMA Negeri 5 Way Halim Bandar Lampung in the afternoon. In 1993, SMAN 12 Bandar Lampung moved to new location in Sukarame Bandar Lampung. The list of the school principals of this school can be seen as follow:

Table 1.
 Data of Principal of SMAN 12 Bandar Lampung

No	Name	Employee Number	Rank	Duration
1	Dra. Aslawati Agim	130553052	<i>Pembina/IVa</i>	1992 – 1996
2	Drs.Junaidi Zain	460009070	<i>Pembina/IVa</i>	1996 – 1999
3	Drs. Budiono Pribadi	130903747	<i>Pembina/IVa</i>	1999 – 2002
4	Drs.Hi.Tarman Jupani	130805564	<i>Pembina/IVa</i>	2002 – 2007
5	Hi.JalaluddinSyarif,S.Pd	195311231990031004	<i>Pembina/IVa</i>	2007 -2013
6	Drs. Mahlil, M.Pd.I	196704151994031011	<i>Pembina/IVa</i>	2014 – 2017
7	Dra. Mis Alia. M.Pd	196110241980102001	<i>Pembina/IVb</i>	2017 – now

Data source: Document of SMAN 12 Bandar Lampung

Table 2
 Data of Students of SMAN 12 Bandar Academic Year 2019/2020

No.	Grade	Number of Class	Number of Students	School Time
1	X Science	5	169	In the morning
2	X Social Science	5	175	In the morning
3	XI Science	5	174	In the morning
4	XI Social Science	5	164	In the morning
5	XII Science	5	158	In the morning
6	XII Social Science	5	132	In the morning
	TOTAL	30	972	

Data source: Document of SMAN 12 Bandar Lampung

Islamic Education subject in increasing students' emotional intelligence in SMAN 12 Bandar Lampung

The first interview was done to Mr. Indra B. who stated that the Islamic Education subject has been done well based on the standard competence and the

learning objectives that aimed to create students who believe and have faith in Allah. The teaching and learning activities were designed to improve students' emotional intelligence, among others: reading the Qur'an, the teaching of reading Qur'an, practicing sermon, the practice of worship such as ablution, prayers, and Qur'an reading, as well as group discussion about the learning materials.

The learning materials on Islamic education subject could improve students' emotional intelligence, with the learning objectives that the students could distinguish between good and bad according to Islamic law. In addition, students were also expected to know ethical rules so that they could control their emotions based on the situations and conditions.

Furthermore, some bad attitude that the students were still hard to control were among others saying inappropriate and rude words and violating school rules. One of the teacher's actions to the students who could not control their emotions was giving advice so that students who could better control their emotions to adapt to the teacher and their friends.

Mr. Indra had his own way to recognize the students' emotions so that he could help the students to control it and grow the sense of empathy. He gave them advice and guided them continuously until they could overcome their bad attitude and had empathy to their friends.

The next interview was done to Mr. Sukirman, who stated that the learning process has been done without any constraint. The learning activities that were designed to improve students' emotional intelligence were the class was started with pre-test, followed by the main learning activities, and ended with post-test. Also, before the learning activities, the students read the Qur'an together and memorized Surah in the Qur'an.

The activities in the classroom could help improve students' emotional intelligence, which could be seen from the students' attitude that were open-minded and not easily angry. The teacher's role in helping the students who could not control their emotions were by giving advice and understanding so that they could control the emotions and accept the circumstances well. In increasing students' emotional intelligence through Islamic education subject, the students were given warnings and punishment that led them to not doing such a bad attitude in the future.

Mr. Sukirman recognized the students' emotions in order to help them control their emotions and empathy by having intense communication with them, giving understanding about controlling emotions, and personal approach to the students.

The third interview with Mr. Mifatahul also showed that Islamic education subject has been successfully implemented Curriculum 2013. The routine activities in the classroom at school covered reading the Qur'an together for 15 minutes before the learning activities started. The students were also given opportunity for Dhuha prayer as well as Dhuhur and Ashr congregation prayers. The commemoration of Islamic events such as the birth of Prophet Muhammad, Isra' Mi'raj, Islamic New Year, Ramadhan's short course on Islamic study, and others.

The activities in his classroom which could improve students' emotional intelligence were involving students in religious activities such as reading the Qur'an, prayers, and other religious practices. There were also some of students' bad attitude that he found, such as smoking, skipping classes, and so on. He educated the students to control their emotions by giving them guidance inside and outside the lesson hour.

According to Mr. Miftahul Huda, recognizing students' emotions and taught them to control it could be done by observing their daily behavior so that he could guide them correctly. Some of the obstacle factors in increasing students' emotional

intelligence were the students' IQ, the lack of parents' attention, and lack of peer socialization caused by their family, and so on.

The first interview to the students was done with Dita, a student of Grade XI. She said that the Islamic education were embedded in the students' daily school activities such as reading the Qur'an for 15 minutes, learning about prayers, and activities that were started with Arabic language. Some of the teachers' action towards students' bad attitude were for example not allowing students who came late to school to directly entered the class. They must wait outside and read *shalawat* to Prophet Muhammad. Besides, some students also liked to bully or prank their friends. Their friends either reacted by getting angry or keep silent as a sign of controlling their emotions.

An interview with Dewi, a student of Grade XII, revealed that through the topic of believing in doomsday and *qada qadar*, students were taught to control their emotions by understanding that there will be a life in the hereafter where human will pay for what they did in the world so that the students must learn how to avoid doing bad things that will lead to Hell in the hereafter. From the explanation, the students knew that everything they have gone and would go through was the faith from Allah.

On the other hand, the students were taught to think critically in order to control emotions. They were asked to recognize their emotions to take realistic decision, one of which by being open minded and acceptance for any bad things happen in this life. There must a lesson and message behind it. Besides, Mr. Sukirman taught the students to be independent by taking turn in explaining in front of class, after comprehend the learning materials. While to control the emotions by staying calm, the teacher did not directly teach about it but he told them that controlling the emotions can only be done by themselves. In growing empathy, the students used to visit or give condolences when their friends experienced accident or any difficulties. Then, Dewi stated that some of her friends still like to prank or bully other students. This time, the students would react by scolding their friends to control their emotions.

2. Discussion

According to the data analysis from Focus Group Discussion, observation, and interviews with the teachers and students of SMAN 12 Bandar Lampung, it is concluded that Islamic Education subject could increase students' emotional intelligence. It is possible because of several activities which has been done, one of which is reading the Qur'an. This activity was done every morning in the first learning hour, under the supervision of the teacher of the first subject in that day. The Islamic Education teachers would give advice and supervise the classroom which di not follow the activity of read the Qur'an.

The Islamic Education subject was not only given theoretically, but it emphasized more on the daily application of the religion. In learning Tawhid, for example, it was explained that Tawhid was not only related to Allah (horizontally), but also vertically which was social Tawhid in order to increase their emotional intelligence. The learning materials in Islamic Education subject learned about the actual problems of the students in their daily life at home, school, and the society. Other religious activities such as congregation prayers and commemoration of Islamic events were performed as well in order to raise the students' emotional intelligence.

The ability to control the emotions has been mastered well by the students in SMAN 12 Bandar Lampung. The data from interview and observation were in line with the theories which stated that the ability to understand the feeling from time to time is essential to know ourselves better. Knowing ourselves is the core of emotional intelligence, that is the awareness of our own feelings. The identification of the emotions is closely related to the awareness and ability to recognize the emotion when such emotion raises, so that we can

control our feeling and emotion. This finding is in line with a statement, "With self-awareness, a person can recognize their feeling and one day can use this ability to guide them for making conclusion, by having realistic standard about themselves and strong confidence."⁷

Regarding self-control of the emotions, the students in SMAN 12 Bandar Lampung was successful in controlling their emotions which could be seen when they showed bad behavior and the teachers scolded them, they could still manage their emotion. It was because they believed that self-control by not taking a revenge would bring good effect for them and would not cause further conflict. It is in line with the statement of M. Usaman Najati that the ability to control emotion will bring positive impact to the life task, make ourself to be more understanding of ourself, and able to postpone pleasure before achieving our goals, as well as able to heal from emotional pressure.⁸

The students of SMAN 12 Bandar Lampung have had the ability to motivate themselves which could be seen from their attitude. Motivation is one of the most essential factors in human's life, that is also important for students to achieve well in their study and other tasks. Motivation helps students to concentrate in their study because they will be focus to study.⁹ Therefore, the level of motivation will be one of the key factors for the life achievement.

Empathy is the ability to recognize other's feeling; and in this case, the students of SMAN 12 Bandar Lampung showed high empathy. It can be seen from the result of the interviews that the students would visit or delivered condolences when their friends got accident or in difficulties. Thus, their empathy would come out spontaneously. It is in line with the theory which stated that empathy is shown from someone's ability to give the same emotion as response to other people's emotions. Empathy emphasizes on the importance of understanding the feeling and perspectives of other people as the foundation to build a healthy interpersonal relationship.

The ability to promote relationships with others is everyone's ability to deal with other people's feelings. This ability helps people manage other people's feelings, helps individuals build relationships with other people openly so that people will be emotionally connected and create harmonious environment. The art of building relationships with others is a successful social support skill combined with other people, without being skilled at promoting relationships with others, there difficulty to create social association. Because without having skills in creating social relationships, a person can be considered as arrogant and has no feeling.

The obstacle factors of Islamic Education subject in increasing students' emotional intelligence cannot be separated from both internal and external factors. First was the genetical factor or IQ, which was the ability to learn that affect their ability to perceive something. Then, students also did not seriously follow the learning activities. Some of them also did not receive enough attention from their parents so that they were lack of motivation to study. Besides, some students did not socialize well with their peers because of their strict parent that made the students' lost their potential

CONCLUSION

1. Conclusion

Based on the findings, it is concluded that Islamic Education subject increased students' emotional intelligence in SMAN 12 Bandar Lampung through:

⁷ Mustaqim, *Psikologi Pendidikan*, (Yogyakarta: Fakultas Tarbiyah, IAIN Walisongo Semarang, 2001), p. 154

⁸ M. Usman Najati, *al-Hadits al-Nabawi wa 'Ilmu al-Nafs*, Terj. Irfan Sahir, Lc., *Belajar EQ dan SQ dari Sunah Nabi*, (Jakarta: Hikmah, 2002), p. 166.

⁹ Lobby Loekmono, *Belajar Bagaimana Belajar*, (Jakarta: Gunung Mulia, 1994), p.62

- a. Religious activities such as reading the Qur'an, commemorating Islamic events, and visiting friends who were in difficulties besides the Islamic Education subject that were given every week. Those activities affected students' emotional intelligence so that the students can increase their emotional intelligence such as recognizing their emotions, controlling their emotions, recognizing other people's emotions (empathy), and creating relationship with other people.
- b. The obstacles factors of Islamic Education subject in increasing students' emotional intelligence were:
 - IQ/ genetic factor, such as the ability to learn the materials would affect their ability to perceive the materials.
 - Lack of focus in following the learning activities that affected their ability in studying.
 - Lack of parents' attention that affected the students' learning motivation.
 - Did not socialize well with peers because of strict parents, that made the students' lost their potential.

2. Recommendation

Based on the conclusions, the researchers' suggestions are addressed to the school so that it can further improve the learning activities that are more supportive to increase students' emotional intelligence. Furthermore, the teachers of Islamic Education subject must teach and provide more examples of activities related to students' emotional intelligence, so that their behavior and attitudes can be controlled.

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