

THE PROCESS OF LEARNING ISLAMIC RELIGIOUS EDUCATION IN THE PRIVATE MIDDLE SCHOOL OF NAHDLATUL ULAMA MEDAN

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Abstract

The aims of the study were to describe: (1) the learning process activities carried out by Islamic Religious Education teachers, (2) to describe the methods of the Islamic Religious Education learning process, (4) what are the media for the Islamic Religious Education learning process and (4) the evaluation of the Religious Education learning process. Islam at the Nahdlatul Ulama Private Middle School Medan. The research method used is a qualitative method with a phenomenological approach.

Keywords: Process of Learning Islamic Religious Education

INTRODUCTION

Education is the main key in forming competent human resources in building the nation. Education has a very important role to ensure the development and survival of a nation. Education is also a benchmark for advancing a nation, and is a reflection of the personality of its people.

Education is the process of changing the attitude of a person or group in an effort to mature humans through teaching and training efforts or educating actions. With education, humans can humanize with their degrees so that they participate in the intellectual life of the nation. Therefore, in order to improve the quality of education, practitioners need to make various innovations to improve the quality of learning.

Religious education in schools serves as: (1) (1) developing faith and piety to Allah SWT. As well as the noble character of students as optimally as possible; (2) inculcating the values of Islamic teachings as guidelines for achieving happiness in life in this world and in the hereafter; (3) mental adjustment of students to the physical and social environment; (4) correction of mistakes, weaknesses of students in belief, understanding of Islamic religious teachings in everyday life; (5) prevention of negative things of foreign culture that are faced daily; (6) teaching about religious sciences in general (real and non-real world), systems and functions; (7) channeling to deepen religious education to higher education institutions. (Muhaimin, 2010:40).

According to Nazaruddin (2007: 16), the purpose of Islamic Religious Education is to:

improve the faith, understanding, appreciation, and practice of students towards the teachings of Islam so that they become Muslim human beings who fear Allah SWT and have noble character in personal, community, nation and state life.

Meanwhile, Ainiyah (2013: 25) explained about the main objectives of PAI learning, as follows: "The main purpose of PAI learning is the formation of personality in students which is reflected in their behavior and mindset in everyday life, so PAI learning is not only It is the responsibility of the PAI teacher alone, but it requires support from the entire school community, the community, and more importantly the parents.

Islamic religious education has distinctive characteristics, namely: (1) Islamic education refers to certain rules. These rules are God's revelations that were revealed to the Prophet Muhammad, (2) Islamic religious education always considers the two sides of worldly and ukhrawi life in every step and movement, (3) Islamic religious education has the mission of establishing morality, (4) Islamic religious education is believed to be as a sacred duty, and (5) Islamic Religious Education with a worship motive (Ministry of Religion of the Republic of Indonesia, 2001:17).

According to Muhaimin (2005: 123) Islamic Religious Education has certain characteristics that are different from others, as follows: (1) trying to keep the faith of students in order to remain solid, (2) PAI tries to maintain and maintain the teachings and values contained and contained in the Qur'an and al-sunnah/al-hadith as well as the authenticity of both as the main sources of Islamic teachings; (3) highlight the unity of faith, knowledge, and charity in daily life; (4) trying to form and develop individual piety as well as social piety; (5) become the moral and ethical foundation in the development of science and technology and culture as well as other aspects of life; (6) The substance of Islamic Religious Education contains entities that are rational and supra rational; (7) trying to explore, develop and take ibrah from Islamic history and civilization; and (8) contains various understandings and interpretations, thus requiring an open and tolerant attitude or the spirit of ukhuwah Islamiyah.

Therefore, the basic abilities that must be possessed by students are:

after completing his education in junior high school are: (1) faith in Allah SWT and faith in the other five pillars of faith by knowing their functions and wisdom, and can be reflected in the form of words, attitudes, and actions both in relationships with God and fellow human beings, (2) have the ability to read, write, and understand the verses of the Qur'an as well as know the laws of reading and be able to implement it in daily life, (3) accustomed to doing worship properly in accordance with the guidance of Islamic shari'ah both obligatory worship and worship sunnah, (4) being able to imitate the nature, attitude, and personality of the Prophet Muhammad, his companions, and the tabi'in-tabi'in; and able to take lessons from the history of the development of Islam for the benefit of everyday life today and in the future.

RESEARCH METHODS

This study uses a qualitative approach with a phenomenological approach. The data collected are not numbers, but the data comes from interview scripts, field notes, personal documents, memo notes and other official documents. Research informants were taken randomly in order to provide

information related to the issues studied, namely the head of the institution and several teacher councils in the school structure. Data collection techniques are; (1) interviews (2) observations, and (3) documentation studies. The data analysis technique uses an interactive analysis technique using the Miles and Huberman model with the following flow: (1) data reduction, (2) data presentation, and (3) drawing conclusions. Furthermore, the validity of the data in qualitative research includes: credibility, transferability, dependability and confirmability.

RESEARCH RESULT AND DISCUSSION

The results of the interview with Mrs. Annisah revealed that learning at the Private Junior High School of Nahdaltul Ulama Medan used the 2013 curriculum. She explained that: "In the learning process, there are several things that need to be considered in preparing the lesson plans, including: educational calendar, number of effective days, and time allocation. learning".

He added again: "The preparation of the lesson plans is done by the teachers themselves according to the subjects held. At the beginning of each new school year, schools usually hold workshops in the hall for 2-3 days, so that teachers can jointly make and complete a lesson plan for one year".

Regarding the components of the lesson plans, the results of the interviews are described in the following points: (1) the indicators come from the basic competencies according to government regulations, (2) the determination of the learning method depends on the situation or subject matter, (3) the learning media uses pictures or videos. , which is used in observing activities. Learning tools consist of LCD projector, blackboard, Al-Qur'an and interpretation, and (4) learning resources using the Qur'an, Hadith, and 2013 curriculum books.

The same thing was conveyed by Buk Winda that: "every beginning of the year, before the start of the new school year, all teachers are gathered in the hall to make a joint lesson plan, in accordance with the latest curriculum, with the latest government regulations".

He also added: "if there is a change in the composition of the RPP in the middle of the semester due to changes in regulations, the RPP used remains the old one. In the practice of learning in the classroom, learning is not always in accordance with the lesson plans because it adapts to different classroom situations.

Regarding the issue of textbooks, he said that: "Right now I am very confused about textbooks, the old and new ones are different. Package books with LKS chapters are also different."

In the process of implementing learning, the allocation of learning time for PAI and Budi Pekerti subjects is 3 hours of lessons with 40 minutes/hour of lessons. Private SMP Nahdlatul Ulama Medan has a total of 24 study groups, consisting of 8 class VII groups, 8 class VIII groups, and 8 class IX groups with a total of 31-33 students in the group.

Bu Buk khoiriah explained that the implementation of learning began with prayer, attendance, then entered the delivery of material. When the

researcher asks, does learning have to be in accordance with the lesson plans that have been prepared? Then he explained: "If I don't, because I saw the situation and condition of the children first, I also saw the material. The point is how the material is easily accepted by children and we can convey the material well. Learning depends on the situation and conditions in the classroom, so it doesn't always have to go according to plan. If it depends on the plan, learning seems monotonous and doesn't taste good."

Bu Buk Khoiriah then explained the learning model used in PAI learning, as follows: "The learning model in religious education mostly uses discussion, practice, and continues to make videos, such as making videos about the mas prayer. Videos made for example about how to pray in congregation and things related to prayer. Later the video will be shown in class and given comments.

He added that the learning model depends on the situation and subject matter, such as the material "The Presence of Islam to Reconcile the Earth of the Archipelago", can use games and can use lectures. The point is how to make students not bored and bored in following the lesson.

From the results of observations in the field, the learning activities are explained as follows: "When entering class, students are already sitting in groups of 4-5 students. The teacher starts the activity by reading a prayer together, followed by attending to the students. The teacher then asks how the students are preparing to take the lesson, including the readiness of the materials needed. The materials needed are: aturo paper, a picture, and colored markers. This is the 2nd meeting on the theme of the Presence of Islam to reconcile the Earth Archipelago. The activity begins by pasting pictures on aturo paper, then the teacher gives assignments to each other group member to comment on the picture. After the commenting activity is finished, each group reads and marks the good comments. The activity continued with group presentations in front of the class reading comments that they considered good. Every good comment gives value to the commenting group. The activity was continued by the teacher by giving conclusions on the material being studied. The activity was then closed with greetings and prayers. Before leaving the class, students shake hands with the teacher.

From the results of the interview, it is known that the assessment is carried out on three aspects, as explained by Mrs. Aisyah: "skills assessment can be taken during practice or during discussion. If the knowledge assessment is clear through daily tests, assignments, mid-semester exams, and end-of-semester exams. If the attitude assessment can also be taken during discussions, such as the value of cooperation first which is taken then at the next meeting assessing other aspects. In addition, we have an oral test, such as with a reading test of the Qur'an or a prayer reading test. Oral tests depend on the material, so they are not always available."

He added that the assessment of the knowledge aspect can be taken by writing verses and looking for learning videos, while for the skill aspect the value of cooperation, information gathering, and others are taken, while the

attitude is taken from self-confidence, mutual cooperation, and others who at the end of the semester score attitudes are accumulated into one.

Pak Khairuddin continued: "There needs to be a follow-up on the results of the assessment because the teacher's job is not only to assess but also to educate, foster, and direct students. Teachers are tasked with fostering students' religion so that what is monitored is their religious practice, because the purpose of religious learning is so that students can and are able to practice religious teachings.

Supervision is carried out by the principal once every 1 semester. In addition, there is supervision from fellow teachers who have higher ranks. Supervision is also carried out by the Ministry of Religion supervisor for \pm 3 months. Supervision is done by looking at the process of implementing learning in the classroom.

An interesting thing was conveyed by Mrs. Annisah when asked about the need for continuous supervision. He replied: "the correct thing should be continuous training and examples, this is just training but I don't understand what the model is". He explained that almost all of the training participants were only taught to deliver material with a certain theory, but were not given examples of how to apply it to the material."

Mrs. Annisah explained that the success of religious studies is if children can implement their religious teachings in everyday life. From the results of the interview, it is known that PAI extracurricular activities at the Nahdlatul Ulama Private Middle School Medan are carried out through several activities, namely:

1. Morning Imtaq Activities

Imtaq activities at the Nahdlatul Ulama Private Middle School Medan are held from Tuesday to Friday in the school field starting at 06.30-07.00. Imtaq activities begin with reading Asmaul Husna, followed by tausiyah (Tuesdays and Wednesdays) or reading the Qur'an (Thursdays and Fridays) and ends with prayer.

Mrs. Annisah explained, the purpose of Imtaq's activities, namely: "to train children to dare to appear in front of an audience, to increase children's knowledge, and to practice the knowledge that children have gained". In the implementation of tausiyah, there are several things that need to be done, as conveyed by Mrs. Khoiriah as follows: "Earlier, the material was jihad against the devil, but because there were verses that went back and forth, I crossed out those that did not need to be conveyed and because the time for tausiyah was only about ten minutes, then I told the children to collect the tausiyah material that had been printed one day before the show so I could check it first".

Imtaq activities are intended for students who are Muslim by involving teachers to control students and all Imtaq activities are the responsibility of PAI teachers. When it rains, activities are still carried out through the sound system in the corridor near the teacher's office and has been connected to speakers throughout the classroom.

From the results of observations it is known that the stages carried out in the implementation of Imtaq activities at the Nahdlatul Ulama Private Middle

School Medan are as follows: (1) Adjusting the sitting position of the students, (2) Opening by the PAI teacher by saying greetings, (3) Reading Asmaul Husna led by the students, (4) Tausiyah by students for \pm 10 minutes, (5) The teacher provides reinforcement to the tausiyah material, and (6) 6. Closing by the PAI teacher by reading a prayer.

2. Duha prayer

From the results of the interview, it is known that the habit of praying dhuha is done every morning. This is as stated by Mrs. Khoiriah, as follows: "The habit of praying dhuha is done every morning, so that children now immediately pray dhuha. Some students pray before the morning Imtaq activity and some pray before class time. The teacher usually tells students who have not prayed dhuha to do the dhuha prayer before the teacher starts the lesson. He added, habituation of dhuha prayer is done by giving examples first to students, then inviting students to pray together.

From the results of observations it was found that the dhuha prayer activity was carried out by teachers and students of the Medan Nahdlatul Ulama Private Junior High School in the school mosque. Some of the students performed the dhuha prayer before the Imtaq activity, some prayed the dhuha prayer when instructed by the teacher before the lesson began, and some performed the dhuha prayer during recess. Meanwhile, the teachers were also seen doing the dhuha prayer, especially PAI teachers. The mosque where the dhuha prayer is located is equipped with a place for ablution, prayer equipment, especially mukena for students.

3. Extracurricular Islamic Da'wah Agency

Extracurricular Islamic Da'wah Agency (BDI) is held every Friday at 13.00. Mrs. Nurotul explained that "The goal of BDI is to increase religious activities to make it more stable, because at BDI it is taught about qiraah, how to read the Qur'an correctly, speech and intelligence, so that when there are competitions students will be ready".

Meanwhile, the BDI supervisor, Pak Khairuddin explained: "The Islamic Da'wah Agency has several fields, such as: the religious field in charge of managing Friday prayers, Duha prayers, Commemoration of Islamic Holidays, and others; the field of cleanliness in charge of regulating the procurement of tools, pickets, Fridays, and others; IT sector that uploads photos of BDI activities". He added, BDI coaching consists of 5 (five) competency-based activities. To find out how far BDI members have mastered these activities, a competition is held at the end of the semester.

From the BDI document it can be seen that the BDI coaching consists of 5 (five) activities, namely: 1) Al-Qur'an tahfidh activities, 2) religious lectures, 3) Al-Qur'an recitations and Al-Qur'an tartils, 4) calligraphy, and 5) banjari.

Pak Khairuddin explained that: "At the Nahdlatul Ulama Private Middle School Medan, there is a Qur'an reading program, where at the beginning of the odd semester, seventh grade students are given a test and rated based on their ability. There are 3 (three) criteria, namely: makhroj, recitation, and fluency. If the error is between 1-5, then they are used as teachers for their peers, while

those who are wrong 6-10 are immediately used as students. Every week, as many as 45 teachers will attend TOP (Training of Teachers) coaching to learn how to teach Iqra ', so that teachers are serious when teaching their friends. Then for students who can complete Iqra 'in less than one month, they will be immediately appointed as teachers.

Apart from the 4 (four) activities above, at the Nahdlatul Ulama Private Junior High School Medan, other ceremonial activities were also held, such as: Eid al-Adha prayers and the implementation of Qurban, social assistance on Islamic holidays, Ramadan activities, and sharing of free takjil.

The implementation of Ramadan activities was explained by Mrs. Koiriah, as follows: "Ramadan activities start in the morning until tarawih. Ramadan activities are carried out like Islamic boarding schools. Yesterday we took children from UIN to help as well as provide materials. If the children's religion teachers are used to it, so we take them from UIN and usually the children are shadaqoh to pay for UIN's children. Yesterday, because it was only for two days, each child was paid around 350. There were 17 UIN children. What we value is not the person, but the knowledge."

Based on the results of an interview with Ms. Melda regarding the obstacles in using the SM teacher's learning method, she said that: "My obstacle in using the method is adapting to the material, and also because the time allocation is very small, which is only 2 times 40 minutes in each meeting so it is difficult to vary the method". The lack of available time allocation makes Melda Hayati's book more used in teaching using the lecture method, so that students seem less enthusiastic in paying attention and chatting and playing more with their friends. Buk Melda Hayati was also aware of this, who said that: "It's hard to teach it, it's time for them to have a little more time playing on their own."

Based on the results of observations with teacher Melda Hayati on October 13, 2019, in every lesson the teacher book Melda Hayati always asks students to bring juz, because before learning starts it always begins with reading a short surah. However, when reading short chapters, students' reading errors were never corrected by the subject of Melda Hayati's book. According to the researcher, the students' reading of short surahs is not actually because students read the Koran, but is based on the students' memorization of short suras. Like when students read surah al-Humazah, when reading the 6th verse: The reading that should be read is 2 harokat long because there is a punctuation mark dhommah meets wawu sukun, the student reads it becomes mu"qodah as if after the punctuation mark dhommah there is the letter hamzah sukun.

Based on the results of an interview with Aisyah's mother, she said that: "Handak uses a lot of methods, it only takes about an hour and a half, not to mention preparing the students, that's why I use a lot of lecture methods with questions and answers. It's different from SMP S Nahdlatul Ulama Medan, which already uses K13, the time allocation is 3 times 40 minutes in each meeting so you can use several methods like usual discussions."

In teaching Mrs. Aisyah only used the lecture and question and answer method, there was no variation in the method used as determined in the formulated RPP. So that makes learning only focused on Aisyah's mother, and the lack of student activity in learning.

Based on the results of observations with Aisyah's mother, Aisyah's mother in teaching also does not familiarize students with reading the Koran. Every material that has naqli arguments, be it the Koran or the hadith of the Prophet, students only read the meaning, as well as Aisyah's mother who also only reads the meaning without reading the arguments. So that there is no habituation for students in reading the Koran.

The use of media in learning greatly affects students in absorbing learning, sometimes students feel bored and bored but if using media, students will be more creative and able to catch subject matter more quickly such as using media, LCD, Power point and others. So

1. Learning in the Use of Media

Based on the results of the interview regarding the use of media, Ms. Melda Hayati said that: "For learning media, I think mine is adequate, in that I am the only PAI teacher at SMP-N 6 who was given an LCD. However, sometimes the problem is when the lights go out forcibly when you can use the LCD, so sometimes you display the power point that has been prepared."

Based on observations with Melda Hayati's teacher, when the electricity went out, Melda Hayati's teacher was forced to not be able to use the learning media that had been prepared. So, when teaching, Melda Hayati's teacher only uses simple media in the form of textbooks and blackboards.

Based on the results of the interview with Mrs. Aisyah, she said that: "The problem with using the media here is because the learning media is limited, sometimes we use the learning media, but when we meet each other, we are the one who provides it. So, teaching it with the media that makes it simple, at least a textbook with a blackboard."

This can be seen clearly based on the results of observations, the media used by Mrs. Aisyah only used blackboards and textbooks. This is clearly an obstacle for Mrs. Aisyah in delivering learning materials. Because the use of learning media will help the effectiveness of the learning process and delivery of message content of the lesson, in addition to generating motivation and interest in students, the media can also help students improve understanding of presenting data in an interesting and reliable way, facilitating data interpretation, and condensing information.

2. Learning in Classroom Management

Based on the results of interviews regarding how to implement classroom management, teacher Melda Hayati said that: "Alhamdulillah in teaching because I choose to study in the prayer room, and you can see here the complete facilities are fans, study tables, and a large room, so students can learn comfortably." Furthermore, Based on the results of the interview on the date, the teacher Wirda Purnama said that: "I teach in the classroom, with makeshift

facilities, but the problem of classroom management is not a problem because the learning is orderly and orderly.

Class management carried out by the two subjects was very different, Mrs. Melda Hayati chose to study in a prayer room which was more comfortable because there were facilities that were more helpful in creating a comfortable learning atmosphere for students. Mrs. Wirda Purnama, chose to study in a classroom with minimal facilities, but was still able to create a comfortable learning atmosphere for students as seen from the fairly orderly and orderly learning process where in the learning process there were no visible students playing alone, they seemed focused and focused. interested in the learning activities carried out by Mrs. Wirda Purnama.

In accordance with the results of research on the implementation of learning evaluation at the Nahdlatul Ulama Private Junior High School Medan, it can be seen that evaluation activities are carried out through several stages of activities, including: planning, implementation, results, and follow-up. For more details, the following discussion will describe the conditions in the field regarding the evaluation stage:

In general, evaluation planning, both on cognitive, affective, and psychomotor aspects, has been well made and adapted to the material. This is in line with the statement of Melda Hayati's book: "The planning for evaluating PAI learning for class IX students for daily, mid-semester, and semester tests is mostly done using written test techniques in the form of multiple choice tests and essay tests. The focus is more on the cognitive aspect, although planning for the affective and psychomotor aspects is also made in the lesson plans, furthermore the planning has received less attention.

Based on the various forms of assessment above, more attention is paid to the cognitive aspect of the assessment than the psychomotor and affective aspects. So this is clearly stated by Khoiriah's mother: "This can be observed from the form of tests used to measure cognitive aspects, almost all of which are included in report cards. In addition to daily test scores, mid-semester, and end-of-semester grades as material for the collection of report cards, assignment scores are also included as input for determining report cards scores. While the assessment of affective aspects of educators only observes students when learning takes place by looking at seriousness, craftsmanship, perseverance and even then as a consideration in grade promotion. Meanwhile, to assess the psychomotor aspects of educators only look at the practice of reading the Koran and during congregational prayers".

Pak Mujiono explained: "Class IX students in PAI learning can master the material from beginning to end which includes reading, translating and understanding the meaning, practicing the material being taught and understanding what has been taught fully well, but in some cases there are still difficulties. in the subject matter. Therefore, students need to get more attention to improve the results that have been obtained. Indirectly, students who still do not understand in the lesson are mostly students who do not or pay less attention when he delivers the material or lack of student learning.

So according to the researcher, for students whose overall final grades meet the assessment standards, they are allowed to continue lessons on the next material. Meanwhile, for students whose final grades do not meet the assessment standards set by educators with a limit of 65%, they are given enrichment, remedial, or given additional lessons until students are considered to have mastered the material.

Furthermore, it was emphasized by buk Annisyah who said: "Based on the data obtained, it can be seen that all students for report cards get an average total score above the assessment standard limit or specified criteria. This shows that the PAI learning process is going well, namely by showing the results of the overall grades of class IX students who are above the standard of assessment".

CONCLUSIONS AND RECOMMENDATIONS

The conclusions of this study are: (1) the process of learning activities carried out by the teacher begins through learning planning by making learning devices, (2) the learning method carried out is using the lecture method, discussion method, question and answer method, demonstration and experiment method, resisi method, group work method, socio-drama method and role playing, field trip method, drill method or the so-called training method, and team system, (3) the learning media used is using infocus, lesson plans and syllabus and providing assessments, and (4) teachers carry out the learning process and evaluate the results of student feedback.

Suggestions that can be submitted are: (1) The Nahdlatul Ulama Private Middle School Medan school should pay attention and discipline to the teaching staff or teachers by providing adequate learning media, and (2) Teachers should strive to further improve their teaching abilities. especially in reading and writing the Koran, improving skills in processing learning media, and improving academic quality as is done by teachers who are attending teacher trainings.

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