

THE INFLUENCE OF GROUP INVESTIGATION LEARNING STRATEGIES AND LEARNING INDEPENDENCE ON THE RESULTS OF LEARNING MATERIALS HUDUD STUDENTS OF CLASS XI MADRASAH ALYAH NEGERI 1 MEDAN

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Abstract

This study aims to determine and describe: (1) the effect of implementing learning strategies on the learning outcomes of students in class XI Madrasah Aliyah Negeri 1 Medan, (2) the effect of independent learning on learning outcomes of hudud material for class XI students of Madrasah Aliyah Negeri 1 Medan, and (3) the interaction between learning strategies and independent learning on learning outcomes of hudud material for class XI students of Madrasah Aliyah Negeri 1 Medan. This research is a quantitative research. The population of this research was all students of class XI Madrasah Aliyah Negeri 1 Medan which consisted of 19 classes. Based on the Cluster Random Sampling technique, one class is a Group Investigation learning class and one expository learning class. This research instrument is a test and questionnaire used to obtain data on learning outcomes and to determine student independence. The normality test of learning outcomes data is the Liliefors test and the homogeneity test is the Fisher test and the Bartlett test. The data analysis technique was two-way ANOVA at significant $\alpha = 0.05$ followed by the Scheffe test. The results of the study indicate: (1) there is an effect of the application of learning strategies on learning outcomes of hudud material. In this case the average learning outcomes hudud material of class XI Madrasah Aliyah Negeri 1 Medan taught with the Group Investigation learning strategy ($\bar{X} = 28$) was higher than the average hudud material learning outcomes of class XI Madrasah Aliyah Negeri 1 Medan students who were taught with an expository learning strategy ($\bar{X} = 26.92$) with $F_{count} = 53.61 > F_{table} = 3.968$, (2) there is an effect of independent learning on learning outcomes hudud material. In this case the average learning outcomes of hudud material for class XI Madrasah Aliyah Negeri 1 Medan students with high learning independence ($\bar{X} = 29.93$) were higher than the average learning outcomes of students in class XI Madrasah Aliyah Negeri 1 Medan with independent learning. low ($\bar{X} = 25.93$) with $F_{count} = 8.02 > F_{table} = 3.968$, and (3) there is an interaction between learning strategies and learning independence, where for students with high learning independence it is more appropriate to use Group Investigation learning strategies, while students with independence Low learning is more appropriate to use expository learning strategies with $F_{count} = 14.46 > F_{table} 3,968$.

Keywords: Group Investigation Learning Strategies, Learning Independenc, Learning Materials

Introduction

There is no act that does not have legal provisions. All have been punished by Allah. To know a law, we must study it first so as not to make mistakes in whatever we do in this world. Today, teenagers are closely related to criminal acts and even acts that violate state or religious law. Therefore, there must be a strong foundation that exists in students and a lot of knowledge about things that are lawful and unlawful.

In the world of Islamic education. School is a place for someone to learn and develop their potential, because in school students learn from not knowing to knowing. Islamic education is basically education that aims to create human beings, who are devoted to Allah SWT. In schools, students are taught by using various strategies in presenting the material. With this strategy, students can more easily understand the learning that is conveyed so that it is expected to foster an independent attitude in these students.

Independent learning is a very important thing in the process learning of a student. because learning independence is needed so that students can manage time, have responsibility and discipline themselves, then in developing learning abilities on their own free will without coercion. This kind of attitude must be owned by students because it is a hallmark of the maturity of an educated person.

Desmita, (2014:185). Someone who has an independent attitude will be able to determine for himself what to do about the problem without expecting help from others. With the development of the current era, independence is needed for the learning conditions of students. and if independence does not arise in a student, it will have an impact on the psychological development of these students in the future. This condition requires students to be independent and able to complete tasks and their further development. For this reason, students need opportunities, support and even encouragement in order to achieve independence in themselves.

According to Warsita (2008: 265) Learning Strategy can be understood as a way or a set of methods or techniques that are carried out and taken by a teacher or student in making an effort to make a change in behavior or attitude. Therefore, the learning strategy is a learning activity that must be carried out by teachers and students with the learning objectives achieved to be more effective and efficient.

Not only that, Sanjaya (2010: 296) argues that the learning strategy applied by the teacher will depend on the approach used, while how to carry out the strategy can be determined by various learning methods. In an effort to run the learning method, the teacher can determine the techniques that are considered relevant to the method, and the use of these techniques each teacher has tactics that may differ from one teacher to another.

Cooperative learning is one of the learning strategies that has many methods and techniques in its implementation Isjoni (2011:15) suggests, In cooperative learning methods, student work together in four member teams to

master material initially presented by the teacher. Based on the description above, cooperative learning is a learning strategy in which there are methods where students work together with other students in mastering the material presented by the teacher at the beginning of the meeting. There are many cooperative learning models, one of which is Group Investigation.

Group Investigation is a learning strategy that can help, encourage students to develop attitudes self-learning in him. Because in this strategy students are asked to be good at processing time and solving their own problems with the time that has been provided.

Learning outcomes are student assessments that are very important in teaching and learning activities. By carrying out an assessment in the form of learning outcomes, an educator will be able to find out how far his behavior has been successful in the learning process. according to Sudjana (2010: 22) learning outcomes are abilities possessed by students after receiving learning experiences. By learning the conditions of students can change. The changes that occur touch three aspects, namely cognitive, affective and psychomotor. These three aspects are possible to change at the same time.

However, most of the changes that become the focus of learning are more directed to one of the dominant ones. For example, learning mathematics is more dominant in changing cognitive aspects. Sports lessons are more dominant in the psychomotor aspect. And ethical learning is more dominantly effective. Learning is essentially in the form of a business, a process of change that occurs to individuals as a result of experience or the result of interaction and environmental experiences. (Educational Science Development Team, 2007: 329).

The use of learning strategies is one of the tools that can be used to make the learning atmosphere more effective and good. With the strategy, students are more able to be interested and more active and can be independent in carrying out learning. that way educators will be easy to convey the objectives of the material to be conveyed. Effective is a change that brings certain effects, meanings and benefits. Effective learning is characterized by its nature that emphasizes the empowerment of students actively. Learning emphasizes mastery of knowledge about what to do so that it is embedded and functions as a conscience and life and is practiced in life students. (Mulyasa, 2003:49) it can be clearly concluded that effective learning is a cognitive, behavioral and psychomotor change of a person from the learning outcomes that he gets and has an influence and benefit.

Research Methods

This research is a quantitative research. The population of this research was all students of class XI Madrasah Aliyah Negeri 1 Medan which consisted of 19 classes. Based on the Cluster Random Sampling technique, one class is a Group Investigation learning class and one expository learning class. This research instrument is a test and questionnaire used to obtain data on learning outcomes and to determine student independence. The normality test of learning

outcomes data is the Liliefors test and the homogeneity test is the Fisher test and the Bartlett test. The data analysis technique was two-way ANOVA at significant $\alpha = 0.05$ followed by the Scheffe test..

Research Result and Discussion

The results of testing the first hypothesis show that the learning outcomes of Hudud material for class XI Madrasah Aliyah Negeri 1 Medan students who are taught with the Group Investigation learning strategy are higher than the learning outcomes for Hudud material for class XI Madrasah Aliyah Negeri 1 Medan students who are taught with expository learning strategies, with an average the average learning outcomes of Hudud material for class XI Madrasah Aliyah Negeri 1 Medan students who were taught with the Group Investigation learning strategy ($\bar{X} = 28$) were higher than the average learning outcomes for Hudud material for class XI Madrasah Aliyah Negeri 1 Medan students who were taught with expository learning strategies ($\bar{X} = 26.92$).

This shows that the Group Investigation learning strategy is proven to be effective in improving the learning outcomes of Hudud material for class XI Madrasah Aliyah Negeri 1 Medan students. These findings indicate that to teach Hudud teaching materials, it is more appropriate to use the Group Investigation learning strategy rather than the expository learning strategy.

This is because Group Investigation learning is a model constructivist learning. According to Pieget as quoted by Sanjaya 2009: 196), knowledge will be meaningful if it is sought and found by yourself by students. The knowledge gained by self-discovery will have a good impact on students because that knowledge will last a long time so that it has an impact on better learning outcomes.

The same thing is confirmed by Rusman (2011:221) the development of group investigation cooperative learning is based on the premise that the learning process in schools involves areas in the social and intellectual domains and, the process that occurs is a combination of the values of the two domains, therefore, group investigation cannot be implemented in an educational environment that cannot support interpersonal dialogue (or does not refer to the social-affective dimension of learning). The social-affective aspect of the group, its intellectual exchange and meaningful material, are primary sources that are quite important in providing support for student learning efforts.

Furthermore, Rusman (2014: 222-223) explains that the development of the group investigation type cooperative learning model, namely (1) to improve students' creative abilities can be pursued through the development of the creative process towards an awareness and development of tools that explicitly support creativity, (2) the emotional component is more important than the intellectual, the irrational is more important than the rational and (3) to increase the chances of success in solving the emotional and irrational components.

The Group Investigation learning strategy can encourage students to be active in learning because students can look for various information and various sources. Besides that, the Group Investigation learning strategy aims to foster

student participation in solving issues or problems between students in finding causes and solutions to these problems. Therefore, the role of educators in Group Investigation learning is as a facilitator who directs students to construct their own knowledge.

Educators are expected to have the ability to create a fun and meaningful learning atmosphere. To create a pleasant and meaningful atmosphere is not easy. Therefore, knowledge and skills are needed on how to create a fun and meaningful classroom atmosphere. One of them is the use of appropriate learning strategies. The usefulness of learning strategies can not be separated from the characteristics of students. Because if educators know the character of students, then educators can apply appropriate learning strategies and know the characteristics and needs of students, it can improve student learning outcomes.

The findings of this study support the findings of previous research conducted, among others: (1) Dewa Made et al (2016) showed that Group Investigation learning received a positive response with strongly agreeing responses from students. It was concluded that the Group Investigation learning model on the science learning outcomes of fifth graders of Elementary School Cluster 1, Tampaksiring District, Gianyar Regency. Shows that there is a difference in learning outcomes is better with a Tcount learning outcome score of 4,377.

Furthermore, if it is further noted that in Group Investigation learning, the average learning outcomes of Hudud material for class XI students with high learning independence ($\bar{X} = 32.36$) are higher than learning outcomes for Hudud material for class XI students at Madrasah Aliyah Negeri 1 Medan with low learning independence ($\bar{X} = 26$). While in the expository learning strategy, the average learning outcomes of Hudud material students of class XI Madrasah Aliyah Negeri 1 Medan with high learning independence ($\bar{X} = 28$) were higher than the learning outcomes of Hudud material students of class XI Madrasah Aliyah Negeri 1 Medan with low learning independence ($\bar{X} = 26.04$). This shows that learning motivation is significant for the learning outcomes of Hudud material for class XI students, where students with high learning independence are better taught using Group Investigation learning strategies, while students with low learning independence are better taught using expository strategies.

Testing the second hypothesis shows that the learning outcomes of Hudud material students of class XI Madrasah Aliyah Negeri 1 Medan with high learning independence are higher than class XI students of Madrasah Aliyah Negeri 1 Medan with low learning independence. These results prove that learning independence in learning is significant for differentiating learning outcomes. Independent learning in this study was categorized into two categories, namely high and low. From the results of data analysis as a whole, it was obtained that the average learning outcomes of Hudud material students of class XI Madrasah Aliyah Negeri 1 Medan with high learning independence ($\bar{X} = 29.93$) were higher than learning Hudud material students of class XI, where with low learning independence ($\bar{X} = 25.93$).

This indicates that students with high learning independence on average have better learning outcomes on Hudud material compared to class XI students with low learning independence. Thus, students with high learning independence understand and master the teaching material better than students with low learning independence.

This shows that learning motivation is significant enough to distinguish student learning outcomes, where student learning outcomes are independent high learning both taught with Group Investigation and expository learning strategies are better than student learning outcomes with low learning independence. The role of learning independence with student success in learning is very close and cannot be separated, the higher the learning independence of a student, the greater the effort he will make to achieve learning success. Because learning independence in a person becomes a driving force that will activate all existing energy including learning activities. Thus, it can be stated that learning independence has a positive and significant relationship with student learning outcomes.

Desmita (2014: 186) distinguishes the characteristics of independence in three forms, namely (1) Emotional independence. That is an independent attitude that states a change in the closeness of emotional relationships between individuals, such as the emotional relationship of students with teachers or with their parents. (2) Behavioral independence is an independent attitude shown by a person in making decisions and doing them responsibly. (3) Value independence, namely one's ability to interpret a set of principles about right and wrong, about what is important and what is not important.

Students in carrying out learning have different learning independence from one another. But what is certain is that every student desires to be able to achieve high learning outcomes and has useful values in life in his life. Therefore, every student has independent learning that is directed and encourages him to do something with all his abilities.

With the independence of learning can be a driving force to carry out learning activities independently and maximally. Students want to do a learning activity with all the efforts they have, because in a person there is such great strength and energy. Because learning independence is a very important thing in the learning process of a student. because learning independence is needed so that students can manage time, have responsibility and discipline themselves, then develop learning abilities on their own accord without coercion. This kind of attitude must be owned by students because it is a hallmark of the maturity of an educated person.

The teacher's role is to always accompany growing learning independence in the series of students that are useful in the learning process. because in Each student has strength, power, power or a situation that complex and readiness in the individual to move and carry out learning activities. The position of independent learning with the success of a student in learning is very era and cannot be separated. The higher the student's learning independence, the greater the effort he makes to achieve his learning success. Because a person's

learning independence becomes a driving force that will activate all existing energy including driving learning activities. Thus, it can be stated that independence has a positive and significant relationship with learning outcomes.

This finding is in line with previous research conducted including Nurhayatimah (2019) which suggests that there is a positive influence between learning independence and learning outcomes of Islamic cultural history student. with the regression equation, the average learning outcomes of SKI students who were taught using the CIRC learning strategy ($\bar{X} = 29.32$) were higher than the average learning outcomes of SKI students who were taught using the expository learning strategy ($\bar{X} = 27$) with $F_{count} = 13.32 > F_{table} = 4.00$, (2) the average learning outcomes of SKI students with high learning independence ($\bar{X} = 29.90$) are higher than SKI learning outcomes of students with low learning independence ($\bar{X} = 26.20$), with $F_{count} = 10.41 > F_{table} = 4.00$, and (3) there is an interaction between learning strategies and independent learning with $F_{count} = 12.51 > F_{table} = 4.00$.

Testing the third hypothesis there is an interaction between learning strategies and learning independence in influencing the learning outcomes of Hudud material for class XI Madrasah Aliyah Negeri 1 Medan students. If it is seen that the average learning outcomes of Hudud material students of class XI Madrasah Aliyah Negeri 1 Medan with high learning motivation taught by the Group Investigation learning strategy ($\bar{X} = 32.36$) are higher than the average learning outcomes of Hudud material students of class XI Madrasah Aliyah Negeri 1 Medan with expository strategy and high learning independence ($\bar{X} = 28$).

Then the average learning outcomes of Hudud material students of class XI Madrasah Aliyah Negeri 1 Medan with low learning independence taught by the Group Investigation learning strategy ($\bar{X} = 26$) were lower than the average learning outcomes of Hudud material students of class XI Madrasah Aliyah Negeri 1 Medan with low learning independence with expository learning strategies ($\bar{X} = 26.04$).

These findings indicate that teaching hudud material is more appropriate to use the Group Investigation strategy than the expository learning strategy. This is in line with that Group Investigation is a learning strategy that can help, encourage students to develop an independent learning attitude within themselves. Because in this strategy students are asked to be good at processing time and money

The learning outcomes of hudud material for class XI Madrasah Aliyah Negeri 1 Medan students with high learning independence are taught with the Group Investigation learning strategy, which is significant with high learning independence taught with the Group Investigation learning strategy with a price of $F_{count} = 10.40 > F_{table} = 2,278$ with an average learning outcomes of hudud material for class XI Madrasah Aliyah Negeri 1 Medan students with high learning independence taught by the Group Investigation learning strategy ($\bar{X} =$

32.36) were higher than students with low learning independence taught by the Group Investigation learning strategy ($\bar{X} = 26$).

The results of learning hudud material for class XI Madrasah Aliyah Negeri 1 Medan students with high learning independence are taught with the Group Investigation learning strategy, which is significant with learning independence students who are taught with expository learning strategies with a price of $F_{count} = 10.03 > F_{table} = 2,278$ with an average learning outcome of hudud material for class XI Madrasah Aliyah Negeri 1 Medan students with high learning independence taught with expository learning strategies ($\bar{X} = 32.36$) higher of students with low learning independence who were taught with expository learning strategies ($\bar{X} = 26.04$).

The learning outcomes of hudud material for class XI Madrasah Aliyah Negeri 1 Medan students with high learning independence were taught by expository learning strategies were significant with the learning outcomes of students with low learning independence taught with Group Investigation learning strategies with a price of $F_{count} = 2.81 > F_{table} = 2.278$ with the average learning outcomes of hudud material for class XI Madrasah Aliyah Negeri 1 Medan students with high learning independence taught using expository learning strategies ($\bar{X} = 28$) were higher than students with low learning independence taught with Group Investigation learning strategies ($\bar{X} = 26$).

The learning outcomes of hudud material for class XI Madrasah Aliyah Negeri 1 Medan students with high learning independence were taught with expository learning strategies were significant with the learning outcomes of students with low learning independence taught with expository learning strategies with a price of $F_{count} = 3.11 > F_{table} = 2.278$ with an average The average learning outcomes of hudud material for class XI Madrasah Aliyah Negeri 1 Medan students with high learning independence taught using expository learning strategies ($\bar{X} = 28$) were higher than students with low learning independence taught by expository learning strategy ($\bar{X} = 26.04$).

Conclusions and Recommendation

The conclusions that can be drawn from the research findings are as follows: (1) there is an influence on the implementation of Group learning strategies Investigation of the learning outcomes of class XI students' hudud material Madrasah Aliyah Negeri 1 Medan. In this case student learning outcomes taught with a higher Group Investigation strategy compared with the learning outcomes of class XI students' hudud material taught with expository strategies that can be seen from the average results learn hudud material taught with learning strategies Group Investigation ($\bar{X} = 28$) is higher than the learning outcomes of the material hudud class XI students who are taught with learning strategies expository ($\bar{X} = 26.92$), (2) there is an influence of independent learning on the learning outcomes of the material hudud students of

class XI Madrasah Aliyah Negeri 1 Medan. In terms of this is the learning outcomes of students with higher learning independence than the learning outcomes of class XI students' hudud material with high learning independence ($\bar{X} = 29.93$) is higher than learning outcomes hudud material for class XI students with low learning independence ($\bar{X} = 25.93$), (3) there is an interaction between learning strategies and independence In learning there are learning outcomes for students of class XI Madrasah hudud material Aliyah Negeri 1 Medan with 2 x . factorial anova calculation results 2 obtained $F_{count} = 14.46$, while the value of $F_{table} = 3.968$ for $df (1.76)$ and $\alpha = 0.05$ turned out to be the value of $F_{count} = 14.46 > F_{table} = 3.968$.

The suggestions made are: (1) teachers are advised to apply group learning strategies the right investigation for Hudud material because through this research it is proven that group investigation learning can improve results learn hudud material, (2) teachers are advised to look at the characteristics of student learning independence in implementing the Group Investigation learning strategy and expository. for students with high learning independence is more appropriate using the Group Investigation learning strategy, while students with low learning independence, it is more appropriate to use strategies expository learning.

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