

Implementation Of Make A Match Type Of Cooperative Methods In Al-Qur'an Hadits Lessons At Junior High School

Anita Rahma¹

¹STAI Syekh Abdul Halim Hasan Al Ishlahiyah, Binjai

¹e-mail: anitarahma0202@gmail.com

Abstract	
<p>This study aims to determine the implementation of the Make a Match Type Cooperative Method in Al-Qur'an Hadith Subjects at Ar Rasyid Islamic Middle School, Suka Maju Village, Sunggal District, Deli Serdang Regency. What are the obstacles faced by teachers in its implementation and how to overcome these obstacles. This research is a qualitative research, with the type of field research, and data collection through observation, interviews or interviews, and documentation. The results of the study, namely, the obstacles faced by teachers in implementing the Make a Match Type Cooperative Method in the Subjects of the Qur'an Hadith are that students lack understanding of the make a match type of cooperative learning implementation method and the teacher's lack of creativity in using interesting methods and innovative media. in learning activities. Efforts to overcome the obstacles faced by teachers in its implementation are looking for the right methods and media in learning and varying them.</p>	<p>Keywords: Make a Match; Cooperative Methods; Al-Qur'an Hadis.</p>

Abstrak	
<p>Penelitian ini bertujuan untuk mengetahui Implementasi Metode Kooperatif Tipe Make a Match pada Mata Pelajaran Al-Qur'an Hadist di Madrasah Ibtidaiyah Ar Rasyid Desa Suka Maju Kecamatan Sunggal Kabupaten Deli Serdang. Apa saja kendala yang dihadapi guru dalam pelaksanaannya dan bagaimana cara mengatasi kendala tersebut. Penelitian ini merupakan penelitian kualitatif, dengan jenis penelitian lapangan, dan pengumpulan data melalui observasi, wawancara atau wawancara, dan dokumentasi. Hasil penelitian yaitu kendala yang dihadapi guru dalam mengimplementasikan Metode Kooperatif Tipe Make a Match pada Mata Pelajaran Al-Qur'an Hadits adalah siswa kurang memahami tentang metode pelaksanaan pembelajaran kooperatif tipe make a match dan kurangnya pemahaman guru. kurangnya kreativitas dalam menggunakan metode yang menarik dan media yang inovatif. dalam kegiatan belajar. Upaya mengatasi kendala yang dihadapi guru dalam pelaksanaannya adalah mencari metode dan media yang tepat dalam pembelajaran dan memvariasikannya.</p>	<p>Kata Kunci: Make a Match; Metode Kooperatif; Al-Qur'an Hadits.</p>



1. Introduction

Ibn Kasir monitors Q.S. An-Nahl: 78 that the ability to hear, see, and think humans develop gradually. The more mature a person develops the ability to hear, see, and his mind will be more capable of discriminating and bad. "Wisdom was created for the human thinking ability gradually to be able to carry out obedience to God". This is in line with the educational process.

Education is a process of humanizing humans through learning in the form of actualizing the potential of students to become an ability or competence. The competencies they can have are: "religious spiritual competence as an actualization of emotional potential (EQ), academic competence as an actualization of intellectual potential (IQ), and motor competencies that are developed from sensory or physical potential".

Education is directed to the formation of useful human beings. While teaching is one of the tools or efforts to shape the human being. Education aims to improve the quality of Indonesian people. Qualified Indonesian people are human beings who believe and are devoted to God Almighty, have noble character, are disciplined, work hard, are tough and responsible, are independent, intelligent and skilled, and are physically and mentally healthy.

Students are students who have an active role in reconstructing knowledge. And this knowledge is not only obtained through listening to lectures from the teacher or simply transferring the teacher's writing on the blackboard to a book, so that the atmosphere in the classroom becomes monotonous and less interesting. However, students need interesting and not monotonous learning. Therefore, educators are required to master various learning methods that can be applied in learning, so that learning becomes more varied, fun and more meaningful, so that students will be motivated to learn.

"Motivation is anything that pushes someone to do something". Motivation can determine whether or not it is good in achieving goals, so that the greater the success of student learning. The task of the teacher is to convey the subject matter to students by using the right learning method or method so that learning outcomes are maximized. The success of the teacher in delivering the material to his students is very dependent on the method used.

Teachers are educational subjects who have the task of teaching, educating, guiding and training. As educators, teachers not only deliver subject matter but also establish communication both in the learning process and outside the learning process to realize an effective and efficient learning process. In the teaching and learning process, the teacher is not limited to being a transmitter of knowledge, but is also responsible for the overall personality development of students.

Theoretically. The teacher is a professional position, to achieve a professional teacher profession, several abilities (competencies) are needed in their duties. There are four competencies which are the criteria for professional teachers, namely: 1) personal competence, 2) pedagogic competence, 3) professional competence, 4) social competence. All competencies are interconnected and complementary so that all these competencies strongly support teacher professionalism. Where Islamic education teachers play an important role in improving student learning, especially the subjects of Al Qura'an

Hadith. And teachers must have the ability to understand all the science of education, lessons, and teacher training. The sciences include: learning psychology, student psychology, discipline, methods, media, materials, learning strategies, and learning evaluation.

In the era of globalization requires the existence of quality human resources. To realize quality human resources, it must be supported by good education. The success of educational programs through teaching and learning activities in schools is certainly influenced by many factors including students, curriculum, teachers, costs, infrastructure, and environmental factors.

"Teachers play an important role in the teaching and learning process, both in planning and implementing learning. The quality of teachers is one of the success factors for students. The success of teaching and learning can be seen in terms of the process and in terms of results. In terms of the process, the teacher can be said to be successful if he is able to involve most students actively in the learning process. Meanwhile, in terms of results, the teacher is said to be successful if the learning he provides is able to change the behavior of most students towards good mastery of basic competencies.

According to E. Mulyasa, "Technology developments have changed the role of teachers from teachers in charge of delivering subject matter to facilitators tasked with providing convenience in learning". The expectation of a teacher, of course, is how the learning materials can be easily mastered by students. However, it is a fairly difficult problem. The difficulty is because students are not only individuals, but also social beings with different backgrounds.

Ar-Rasyid Islamic Middle School is an Education Unit under the Ministry of Education and Culture located in Suka Maju Village, Sunggal District, Deli Serdang Regency. Principals have a role in improving the quality of students through teaching and learning activities by implementing PAIKEM (Active, Innovative, Creative, Effective, and Fun Learning). In teaching and learning activities include the learning process and evaluation of learning outcomes. To achieve learning objectives in each subject, both processes should be managed and implemented properly.

One of the religious subjects at the Islamic junior high school level is the subject of the Qur'an Hadith. Learning the Qur'an and Hadith requires good memory and understanding of concepts. The students need to understand the concept and apply it in their daily life. The problem faced in the subjects of the Qur'an Hadith is the difficulty of students in understanding the concepts in each material. Students assume that the subjects of the Qur'an Hadith are difficult to learn.

Thus, it is very important for educators to learn and add insight into known learning methods. Because by mastering several learning methods, a teacher will feel the ease in carrying out learning, in which these methods can be applied individually and can also be a combination of several learning methods that are adjusted to the characteristics of the material to be studied. Teachers who are able to create a learning process that can provide a stimulus to their students to learn actively and dynamically will increase the learning motivation of their students.

So far, teachers have tried as optimally as possible in creating a conducive educational atmosphere in the learning process. However, the condition of students has not shown satisfactory activities in the learning process. Taking into account these assumptions, it is necessary to make efforts to improve learning outcomes of the Qur'an Hadith by using more appropriate learning methods.

Thus, the selection of the right learning methods and media is absolutely done by the teacher. Teachers at Ar Rasyid Islamic Middle School, Suka Maju

Village, Sunggal District, Deli Serdang Regency need to apply interesting learning methods, so that student learning outcomes increase. One of them is the cooperative learning method of make a match type, and to help the learning process, learning media are used in the form of question and answer cards or commonly called paired cards, so that learning becomes more interesting.

Based on the initial observations, the researchers saw that in Ar Rasyid Islamic Middle School, Suka Maju Village, Sunggal District, Deli Serdang Regency, there was a tendency to be less effective in the implementation of teaching and learning for Al-Qur'an Hadith subjects. This can be seen based on the following: student concentration when studying is not optimal, students tend to pay less attention to teacher explanations, passive when given the opportunity to ask questions, less enthusiastic in answering questions, cooperation between students in achieving a goal is less established or less interaction. In addition, so far the learning method that is most often used by teachers in the learning process is the conventional learning method. Although the make a match type of cooperative learning method has been implemented for the last two years, the results have not been maximized.

2. Methods

Before starting the research, the researcher first made a research design or design. "The design of this research draws on (flexible) assumptions and considerations that lead to specific contextual guidelines linking theoretical ideas and empirical material-gathering techniques".

The research entitled Implementation of the Make a Match Type Cooperative Method in Al-Qur'an Hadith Subjects at Ar-Rasyid Islamic Middle School in Suka Maju Village, Sunggal District, Deli Serdang Regency, this type of research is descriptive. According to Suharsimi Arikunto in Andi, "it is emphasized that descriptive research is not intended to test certain hypotheses, but only describes "what is" about a variable, symptom, or situation". This research was conducted using qualitative research methods. Qualitative research is research that emphasizes efforts to find and describe findings by means of descriptive analysis. The research data was dug up as much as possible and collected for further analysis using qualitative methods. With this type of phenomenological research, because the researcher wants to examine the implementation of the make a match type cooperative method in the subjects of the Qur'an Hadith.

Descriptive research is to describe or describe what is found in good research conducted through interviews, observation and documentation. The results of the study were focused on describing the actual situation of the object under study, namely the Implementation of the Make a Match Type Cooperative Method in Al-Qur'an Hadith Subjects at Ar-Rasyid Islamic Middle School, Suka Maju Village, Sunggal District, Deli Serdang Regency.

After collecting data, the researcher processes the data and analyzes it by examining all available data from various sources, namely from interviews, observations that have been written down in field notes, personal documents, official documents, pictures, photos, and so on.

In accordance with the type of research, namely qualitative research, the data that has been collected will then be analyzed using a qualitative approach. In conducting data analysis, the author follows the Miles and Huberman model.

3. Result and Discussion

The ability of the Al-Qur'an Hadith teacher at the Ar-Rasyid Islamic Middle School in Suka Maju Village, Sunggal District, Deli Serdang Regency, the teacher has started to do it, but requires improvements such as a combination of using

methods, media and learning tools so that active learning activities can be created, innovative, creative and fun.

Based on this, it can be concluded that the ability of the Al-Qur'an Hadith teacher at Ar-Rasyid Islamic Middle School in Suka Maju Village, Sunggal District, Deli Serdang Regency is still not perfect in applying the make a match cooperative learning method.

"In preparing the Al-Qur'an Hadith learning plan, the teacher makes RPP by including the learning models that will be applied in Al-Qur'an Hadith learning, one of which is the make a match cooperative learning method".

Based on the results of the interview, it can be seen that the cooperative method of make a match type is one of the methods used in the Al Qur'an Hadith subject at Ar-Rasyid Islamic Middle School, Suka Maju Village, Sunggal District, Deli Serdang Regency. Planning for the use of the make a match learning method, must previously be stated in the form of a lesson plan, therefore, the teacher must make a Learning Implementation Plan (RPP), because in the RPP the teacher always plans the model or method that will be used in learning activities.

The teacher's steps in applying the make a match type of cooperative learning method to Al Qur'an Hadith subjects at the Ar-Rasyid Islamic Middle School in Suka Maju Village, Sunggal District, Deli Serdang Regency have been carried out optimally by the teacher, although I still emphasize to continue to further develop and improve existing learning activities in order to increase teacher creativity

The character value to be achieved is that students have good morals, only in this make a match type cooperative method, we really prioritize learning the character of cooperation, respecting friends, being able to relate well socially, being polite and willing to help friends who have difficulties in learning.

Based on research observations, the researchers concluded that the teachers were good at implementing the make a match method, this can be seen when the teacher made preparations such as lesson plans before teaching and the media to be used, although the results were not optimal.

In the application of the make a match learning method in Al-Qur'an Hadith subjects, the teacher divides small groups, students into 3 groups, namely the group that carries cards containing questions, the second group is the group that carries cards containing the answers and the third group is the group that gives the assessment.

Based on the information above, it can be seen that the make a match learning method is one of the group learning models, because it is done in groups and requires student learning activities to find partners so that students know the compatibility between the questions and the answers. Thus, students become aware of the problem of the lesson being studied.

"In the Qur'an Hadith lesson, students are divided into several groups, and each group is given a card to look for answers or questions that match the cards held by students, and discuss".

"Learning the Qur'an Hadith is usually more crowded than other general lessons, because in Al-Quran Hadith lessons, students are always involved and play a role in various forms of activity, so we students have busy learning activities."

From the results of interviews and observations, researchers can conclude that students can understand what the make a match method is even though not all students can understand this make a match method, therefore the teacher has the responsibility to provide a mature understanding so that students who do not understand the make a match method this match can understand it.

In learning Al Qur'an Hadith, students are made in groups in learning, so that the busyness of students in groups makes the learning atmosphere lively with boisterous voices of students talking to discuss the subject matter given by the Al Qur'an Hadith teacher so that learning becomes interesting and not boring. In this case the teacher must continue to supervise so that learning remains directed correctly because monitoring a teacher in a learning activity is very important.

The obstacles faced by teachers in implementing the Make a Match Type Cooperative method in Al-Qur'an Hadith Subjects at Ar Rasyid Islamic Middle School, Suka Maju Village, Sunggal District, Deli Serdang Regency are:

- a. Some students are still shy in implementing the make a match type of cooperative learning method.
- b. Lack of teacher creativity in using interesting methods and innovative media in learning activities.
- c. Lack of coordination time between teachers and principals in discussing learning activities.
- d. Lack of understanding and lack of knowledge of students about the implementation of the make a match type of cooperative learning method that will be carried out in the learning process.

This is in line with the theory which says that the weaknesses of the make match learning method are: If this strategy is not prepared properly, a lot of time will be wasted. At the beginning of the application of the method, many students will be embarrassed to pair up with the opposite sex, if the teacher does not direct students properly, many students will pay less attention when presenting the results of the activity when it is finished. find or match the answer card with the question, the teacher must be careful and wise when giving punishment and using this method continuously will cause boredom. Especially if the teacher doesn't have a good strategy (Huda, 2013).

Obstacles faced by teachers in implementing the Make a Match Type Cooperative Method in Al-Qur'an Hadith Subjects.

Based on interviews and observations of researchers, that the obstacles faced by teachers in implementing the Make a Match Type Cooperative method in Al-Qur'an Hadith Subjects at Ar Rasyid Islamic Middle School, Suka Maju Village, Sunggal District, Deli Serdang Regency are as follows: Children do not understand about the implementation of the make a match type of cooperative learning method, the teacher's lack of creativity in using interesting methods and innovative media in learning activities, and the lack of coordination time between teachers and principals in discussing learning activities.

In addition, according to the teacher of Al-Qur'an Hadith, the obstacle in implementing the Make a Match Type Cooperative Method in Al-Qur'an Hadith Subjects at Ar Rasyid Islamic Middle School, Suka Maju Village, Sunggal District, Deli Serdang Regency, the lack of student knowledge about implementing this make a match type of cooperative learning method so that many of them are confused and still confused about finding a partner, not to mention the insufficient time available in learning, so that learning activities can only be done once.

Al-Qur'an Hadith lessons are compulsory lessons given to students at Ar-Rasyid Islamic Middle School in Suka Maju Village, Sunggal District, Deli Serdang Regency, while the meeting hours given in Al-Qur'an Hadith lessons are only once a week (2 x 35 minutes).), so that the application of new learning methods requires sufficient preparation and maturity so that the implementation of learning can be carried out properly and achieve learning objectives. So that the available time is considered insufficient in using the make a match learning

method, because the make a match learning method takes a long time, starting from dividing the group, not to mention the discussion, not to mention presenting it in front of the class, then taking turns with other groups. to present, not to mention there is an evaluation given by the teacher and the provision of conclusions.

Some students still do not understand this make a match method and they often ask for an extended time when studying with this make a match method because they are sometimes not satisfied with the time available and they ask for a new atmosphere with the same method, therefore As a teacher of Al Qur'an Hadith, I feel motivated again to develop this make a match type cooperative method by combining it with more interesting and appropriate strategies and media.

We are a bit embarrassed when we study Al Qur'an Hadith with the make a match method, but we are happy that every teacher teaches using this method, because we can play here and there looking for a partner, discuss and present it in front of the class, but we don't understand the method. make a match this because the time is not long in our opinion, so we often bear in activities.

Efforts to overcome the obstacles faced by teachers in the implementation of the Make a Match Type Cooperative Method in Al-Qur'an Hadith Subjects

The inhibiting factor or obstacle faced by the teacher in the implementation of the Make a Match Type Cooperative Method in Al Qur'an Hadith Subjects at Ar Rasyid Islamic Middle School in Suka Maju Village, Sunggal District, Deli Serdang Regency is a matter of time, because for the implementation of the Make a Match Type Cooperative Method requires the time is quite long, so that the available time is not enough to use the Make a Match Type Cooperative Method. The use of the Make a Match Type Cooperative Method is a Make a Match Type Cooperative Method that requires quite a long time, so that the study time of the Qur'an Hadith of only 2 x 35 minutes is considered insufficient.

In addition, the obstacles and obstacles that teachers face in implementing the Make a Match Type Cooperative Method in Al Qur'an Hadith Subjects at Ar Rasyid Islamic Middle School in Suka Maju Village, Sunggal District, Deli Serdang Regency, are the lack of knowledge or ignorance of students about the make type cooperative learning method. a match.

Based on the observations and interview quotes above, the obstacles or obstacles faced by Al-Qur'an Hadith teachers in using the Implementation of the Make a Match Type Cooperative Method in Al-Qur'an Hadith Subjects at Ar Rasyid Islamic Middle School, Suka Maju Village, Sunggal District, Deli Serdang Regency there are two (2), namely the problem of lack of time and knowledge of students who do not know or are familiar with the make a match type cooperative method.

As for the efforts to overcome the existing obstacles in the implementation of the make a match type cooperative method on the subjects of Al Qur'an Hadith at Ar Rasyid Islamic Middle School, Suka Maju Village, Sunggal District, Deli Serdang Regency, the teacher must look for the right methods and media in learning and vary it. coordination with the head of school. The teacher must try, which one is suitable and in accordance with the learning objectives, Involving teachers in training activities, Instructing teachers to make careful plans, before carrying out learning activities, holding and conducting discussion forums and sharing opinions to be able to provide input and open up the teacher's insight so that ride-ideas in preparing learning plans go well. Providing more adequate facilities or facilities so that the application of learning methods can be even better, Creating interesting assessment columns or tables and giving rewards to

students or groups. Before starting learning with the make a match type of cooperative learning method, the teacher must really socialize to students properly and maturely so that the existing obstacles can be overcome properly and appropriately, of course.

The teacher's task in this make a match learning method is as a facilitator, in various ways, such as facilitating students' discussions and to confirm what they have done, namely pairing questions and answers and carrying out assessments. This needs to be done because, students do not necessarily know for sure whether their assessment is correct on the question-answer pair. Therefore, it is necessary to conclude at the end of the activity in order to straighten or direct the opinions of students to a more precise answer.

To overcome the problems or obstacles faced by teachers of the Qur'an Hadith subjects as mentioned earlier, the efforts that are considered to be able to overcome these obstacles are:

- a. Look for the right methods and media in learning and vary it.
- b. Coordinate with the principal of the school.
- c. The teacher must try, which one is suitable and in accordance with the learning objectives.
- d. Involve teachers in training activities.
- e. Asking teachers to make careful planning, before carrying out activities.
- f. Holding and conducting discussion forums and sharing opinions to be able to provide input and open up the teacher's insight so that ideas in preparing learning plans run well.
- g. Provide more adequate facilities or facilities so that the application of learning methods is even better.
- h. Create an attractive scoring column or table and reward students or groups.
- i. Before starting learning with the make a match type of cooperative learning method, a teacher must really socialize it to students properly and maturely.

Based on the theory and data that have been obtained, it can be seen that the Al-Qur'an Hadith teacher in their learning has implemented the Al-Qur'an Hadith learning using the Make a Match Type Cooperative method. This can be seen from the steps taken by the Al-Qur'an Hadith teacher in accordance with the theory of the steps in using the Make a Match Type Cooperative method in Al-Qur'an Hadith Subjects at Ar Rasyid Islamic Middle School, Suka Maju Village, Sunggal District, Deli Serdang.

The Make a Match Type Cooperative Method is a learning method that focuses on student group work in the form of small groups. In the Make a Match Type Cooperative method, students study in small groups consisting of four to six people heterogeneously and students work together in positive interdependence and are responsible independently. In the Make a Match Type Cooperative method, students have many opportunities to express opinions and process the information obtained and can improve communication skills, group members are responsible for the success of their group and the completeness of the material being studied, and can convey information to other groups.

So that in learning activities that use the Make a Match Type Cooperative method, students are more active and can work together with other group members and can create a more interesting learning atmosphere.

Because using the Make a Match Type Cooperative method, learning the Qur'an Hadith is more interesting. The implementation of learning the Qur'an

Hadith by using the Qur'an Hadith learning method, makes students more active and cooperates with each other in providing information on lessons they get from other groups, so that in learning the subjects of Al Qur'an Hadith it is more interesting, because dominated by the activeness of students in finding their partners and discussing so that there is good cooperation between students and mutual respect for opinions.

4. Conclusion

Obstacles faced by teachers in implementing the Make a Match Type Cooperative Method in Al-Qur'an Hadith Subjects at Ar Rasyid Islamic Middle School in Suka Maju Village, Sunggal District, Deli Serdang Regency, are: Students lack understanding of the make a match type of cooperative learning implementation method, lack of teacher creativity in using interesting methods and innovative media in learning activities, lack of coordination time between teachers and principals in discussing learning activities. lack of knowledge of students about implementing the make a match type of cooperative learning method.

Efforts to overcome the obstacles faced by teachers in the implementation of the Make a Match Type Cooperative Method in Al-Qur'an Hadith Subjects, namely: Looking for the right methods and media in learning and varying them, coordinating with the principal, the teacher must try, which one is suitable and in accordance with the learning objectives, involving the teacher in training activities, instructing the teachers to make careful planning, before carrying out activities, holding and conducting discussion forums and sharing opinions to be able to provide input and open up teacher insight so that ride-ideas in preparing lesson plans go well, provide more adequate facilities or facilities so that the application of learning methods can be even better, create columns or assessment tables that is interesting and gives rewards to students or groups, before starting learning with the make a match type of cooperative learning method, a teacher must really socialize to students properly and maturely.

References

- Al-Barasyi, Muhamad Atiyah. (1993). *Dasar-dasar Pokok Pendidikan Islam*, Jakarta: Bulan Bintang.
- Arikunto, Suharsimi. (2007). *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: Rineka Cipta.
- Anonimus. (2014). *Bahan Ajar Pendidikan Dan Latihan Profesi Guru Raudatul Athfal*, Medan: IAIN Sumatra Utara.
- Dasuki, Hafizh. (1994). *Insiklopedi Islam*, Jil IV, Jakarta: Ihtiar Baru Van Hoeve.
- Djamarah, Syaiful Bahri, dan Aswan Zain. 2010. *Strategi Belajar Mengajar*, Jakarta: Rineka Cipta.
- Fathurrohman, Muhammad. (2015). *Model-Model Pembelajaran Inovatif*, Yogyakarta: Ar Ruzz Media.
- Hamalik, Oemar. (2003). *Kurikulum dan Pembelajaran*, Jakarta: Bumi Aksara.
- Haryono dan Hadi, Amirul. (2005). *Metode Penelitian Pendidikan*, Bandung: Pustaka Setia.
- Huda, Miftakhul. (2013). *Model-model Pengajaran dan Pembelajaran*, Yogyakarta: Pustaka Pelajar.
- Hulaifah dan Handayani. (2015). *Metode Gerakan Dalam Menghafal Hadits*, Jakarta Barat: Madrasah Terpadu An Nahl.

- Istarani., dkk. (2017). *Strategi Pembelajaran Kooperatif*, Medan Sumatra Utara: Media Persada.
- Istarani. (2011). *Model Pembelajaran Inovatif*, Medan: Media Persada.
- Majid, Abdul, dkk. (2005). *Pendidikan Agama Islam Berbasis Kompetensi*, Bandung: Remaja Rosdakarya.
- Moleong, Lexy J. (2014). *Metode Penelitian Kualitatif*, Bandung: Remaja Rosdakarya.
- Mulyasa, E. (2010). *Menjadi Guru Profesional, Menciptakan Pembelajaran Kreatif dan Menyenangkan*, Bandung: Rosda Karya.
- Muhaimin. (2022). *Paradigma Pendidikan Islam: Upaya Mengefektifkan Pendidikan Agama Islam di Sekolah*, Bandung: PT Remaja Rosdakarya.
- Muhaimin, dkk. (1996). *Strategi Belajar Mengajar*, Surabaya: Citra Media.
- Nata, Abuddin. (2002). *Metodologi Studi Islam*, Jakarta: Grafindo Persada.
- Nurhadi, dkk. (2004). *Pembelajaran Kontekstual dan Penerapannya Dalam KBK*, Malang: UNM Press.
- Pennink, Jonker, dan Sari Wahyuni. (2011). *Metodologi Penelitian Manajemen*, Jakarta: Salemba Empat.
- Prastowo, Andi. (2012). *Metode Penelitian Kualitatif dalam Perspektif Rancangan Penelitian*, Yogyakarta: Ar-Ruzz Media.
- Purwanto. (1998). Ngalm, *Psikologi Pendidikan*, Bandung: Remaja Rosdakarya.
- Sudrajat, Hari. (2004). *Implementasi Guru Berbasis Kompetensi*, Bandung: Cipta Rekas Grafika.
- Satori, Jam'an, dan Aan Komariah. (2013). *Metodologi Penelitian Kualitatif*, Cet. 5. Bandung: Alfabeta.
- Sani, Berlin & Kurniasih Imas. (2016). *Ragam Pengembangan Model Pembelajaran Untuk Peningkatan Profesionalitas Guru*, Yogyakarta: Kata Pena.
- Sulistiyorini, Sri. (2017). *Pembelajaran Al-Qur'an Sekolah Dasar*, Yogyakarta: Tiara Karya.
- Sugiyanto. (2010). *Model-model Pembelajaran Inovatif*, Surakarta: Yuma Presindo.
- Suprijono, Agus. (2011). *Cooperative Learning, Teori dan Aplikasi PAIKEM*, Yogyakarta: Pustaka Pelajar.
- Shoimin, Aris. (2016). *68 Model Pembelajaran Inovatif dalam Kurikulum 2013*, Yogyakarta: Ar Ruzz Media.
- Sugiyono. (2013). *Memahami Penelitian Kualitatif*, Jakarta: Alfabeta.
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, Cet. 20. Bandung: Alfabeta.
- Sugiyono. (2012). *Metode Penelitian Pendidikan*, Bandung: Alfabeta.
- Syahrum dan Salim. (2017). *Metodologi Penelitian Kualitatif*, Bandung: Cipta Pustaka Media.