

**THE APPLICATION OF CHARACTER EDUCATION  
IN ISLAMIC RELIGION EDUCATION LEARNING  
IN SMP MANARUL QURAN PACIRAN, LAMONGAN**

**Shohib**

**e-mail: [Shohib\\_lmg@gmail.com](mailto:Shohib_lmg@gmail.com)**

**Abstract:** The purpose of this study was to find out how the application of character education through the teaching strategy of the teacher of Islamic education at SMP Manarul Quran Paciran Lamongan, and what factors support and inhibit the implementation of character education through teaching strategies of the teacher of Islamic education at SMP Manarul Quran Paciran Lamongan. This research method can be described: This type of research is qualitative, the object of research is the principal, vice principal, several teachers of Islamic education, and of course students; Data collection methods: observation, interview, and documentation, were analyzing the data using qualitative descriptive. The findings of this study can be concluded: First: The process of learning Islamic education at SMP Manarul Quran Paciran Lamongan runs in accordance with existing procedures, meaning that teachers can apply character education using existing methods and facilities. The strategy is realized through contextual learning with class-based assessments accompanied by remedial and enrichment programs. Strategy for implementing character education at SMP Manarul Quran Paciran Lamongan through learning activities, school culture development and learning activities center; Second: a) The inhibiting factors include: limited time available, use of methods that are acceptable to students, lack of part of student interest, lack of balance between school environment, and lack of creativity of some teachers in the use of learning methods; b) Supporting factors include: the teacher uses methods that can be accepted by students, the facilities and infrastructure that support learning, the holding of guidance for all teachers with the aim that teachers can apply learning tools.

**Keywords:** Character education, learning process, application

## A. INTRODUCTION

Education is the most effective model of social engineering to prepare a form of future society. Education is a very significant element in living life. Because from throughout the course of human education is a barometer to achieve the values of life. So of course, education is very important for every human being, because without education it is very impossible for a human community to develop in line with the ideals of progress, change, prosperity and happiness as their views of life. The higher the aspirations of human beings, the more demanded the improvement of the quality of education as a means of achieving it, as in *QS. Al-Mujadalah: 11*.

Education in Islam, not only emphasizes the aspects of reason and body as is common in Western education, but should also touch the moral and religious aspects.

The expression is in line with Ahmad Tafsir's statement when talking about humans and their behavior. He said: "Speaking of good people means we talk about character or morals. Morality is personality, behavior or character is part of the content of personality. Because the character is personality, the curriculum content must prioritize morality. Even that morality is the core curriculum. Good morals must have a guarantor, the strongest guarantor is strong faith. Curriculum capital to produce good graduates, namely graduates who believe and do good deeds. Amal is righteous based on his faith. "

Thus, faith is the core of human beings. If faith is true, it will give birth to the right behavior. So, the core of the human is on his faith. For more details, he again issued a statement: "Humans are controlled by the world view. Because faith is a world view, humans are controlled by their faith. So, the core of man is his faith. Because faith is in the heart, we can also say that the core of man is his heart. Then the heart is the target of education to be filled with faith. "

Likewise, when he explained the characteristics of the expected graduates, he explained that graduates have three characteristics as follows: First, a healthy and strong body. Second, his brain is smart and clever. Third, graduates must have strong faith.

A similar statement also came from Abuddin Nata who stated: "For Muslim families, schools that are chosen are not only schools whose graduates only excel in mastering science, technology, skills and experience, but also excel in personality and noble character."

The statement of the education leaders was in line with the statement of Abul Hasan Ali al-Nadawi which stated: "That schools must be concerned with aspects of Islamic education. So that, they gave birth to generations (graduates) who have good knowledge, healthy reason, strong physical and faith. So, with the guidance of the teachers they have a passion in religion, are ready to fight and sacrifice in wading through life, growing a sincere spirit of brotherhood, pure love, ready to help and prioritize the interests of others."<sup>1</sup>

Based on the description above, Islamic education is education that is oriented to the five pillars of religion, namely faith, attitude, morals, worship, and business. Two pillars are closely related to the afterlife, namely faith and worship. While the other three pillars relate to world affairs, namely morals, attitude and business. If the five pillars are considered in education, the education will give birth to humans who are strong in their faith, true in their worship, good morals and attitude, and able to interact with the community and be involved in life according to their skills.

Recognizing the weaknesses in the implementation of education policy in Indonesia, therefore it is necessary to develop a strategy for implementing character education policies that are expected to be an implementation model of appropriate character education policies.

Islamic Religion Education is a conscious and planned effort to prepare students in believing, understanding, living and practicing Islamic teachings through the activities of guidance, teaching, and training.<sup>2</sup>

The teacher becomes an important factor that has a big influence on the success of character education in school, and even determines the success of students in developing their personality as a whole. That said, because the teacher is the main figure, as well as examples and examples for students. Therefore, the teacher's character education must start from himself so that what he does is well, so that it will be good for students.

Teachers are required to arouse students' learning motivation. Among them by paying attention to the principles of students will work hard if they have interest and attention to their work, provide clear assignments, give respect for the work and achievements of students, use gifts, and punishments effectively and properly.

---

<sup>1</sup> Nazarudin, *Manajemen Pembelajaran: Implementasi Konsep, Karakteristik dan Metodologi Pendidikan Agama Islam di Sekolah Umum* (Yogyakarta: Teras, 2007), 5

<sup>2</sup> *Ibid*, 12.

From this process, it is expected that students who have noble character or noble character are formed which are the main mission of the sending of the Prophet Muhammad in this world.

SMP Manarul Quran Paciran Lamongan which is the object of this research, is one of the schools that have implemented character education patterns in the learning process. For this reason, the authors want to examine the strategy of implementing Character Based Islamic education. The title that the author adopted, namely "Application of Character Education with the learning process of Islamic Religion Education at SMP Manarul Quran Paciran Lamongan"

## **B. RESEARCH METHODS**

The method used by researchers in this research is a qualitative research method which is conducting research on the context of a need as it is (natural) based on empirical facts without changes and intervention by researchers.<sup>3</sup>

The characteristics of qualitative research are having a natural background as a data source and researchers are seen as a key instrument, the research is descriptive, paying more attention to the process than the results or products, in analyzing the data tend to be inductive; and meaning is essential in qualitative research.<sup>4</sup>

In collecting data, the method used by researchers is as follows:

### **1. Observation method**

Ordinary observation method is defined as systematic observation and recording. Actual observation is not only limited to observations made either directly or indirectly. Indirect observations, for example through questioners and tests.

Whereas according to Mardalis, observation is the result of active and caring actions of the soul to realize the existence of certain desired stimuli, or a deliberate and systematic study of condition or social phenomena and psychic symptoms by observing and noting.

This method is used to collect data directly from the object under study, in the form of teaching and learning activities and behavior / character of students.

---

<sup>3</sup> S. Margono, *Metodologi Penelitian Pendidikan*, (Jakarta: Rineka Cipta, 1997), 38.

<sup>4</sup> Imron Arifin, *Penelitian Kualitatif dalam Ilmu-Ilmu Sosial dan Keagamaan* (Malang: Kalimasahada Press, 1996), 49-50.

## 2. Interview Method

Interview method is a method that is carried out by holding a meeting of two people to exchange information or ideas through question and answer, so that the meaning can be constructed in a particular topic.<sup>5</sup>

Whereas according to Lexy J. Moleong, interview is a purposeful conversation. The conversation was carried out by two parties, namely the interviewer who asked the question and the interviewee who gave the answer to the question.

In this method, the author uses to obtain information about school programs related to character education, teaching strategies for teachers of Islamic Religious Education in implementing character education for students at SMP Manarul Quran Paciran Lamongan, as well as supporting factors and inhibiting teaching strategies of The teacher of Islamic education. in implementing character education.

## 3. Documentation Method

Documentation, from the origin of the document, which means written items. In carrying out this documentation method, researchers investigate written objects such as books, magazines, documents, regulations, minutes of meetings, diaries, and so forth.

In a more complete sense, documents are not only in the form of writing, but can be in the form of relics such as inscriptions or symbols. This method the author uses to collect data about the description of the object of research

In this study, which is used to analyze the data that has been obtained is by describing, namely research conducted by describing the data obtained by words or sentences that are separated for categories to conclude knowing the state of something about what and how, how much, to what extent, and so forth.

In general, descriptive research is non-hypothesis research. Descriptive research is divided into two types of research according to the characteristics of data analysis, namely descriptive research that is explorative and descriptive research that is developmental.

In this case, the writer uses explorative descriptive, that is by describing the state or status of the phenomenon. Researchers only want to know things that are related to something.

---

<sup>5</sup> Sugiyono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2010),317.

## C. RESEARCH RESULTS AND DISCUSSION

### 1. Teaching Strategy of PAI Teachers used in implementing character education at SMP Manarul Quran Paciran Lamongan

Teaching and learning strategy are learning activities that must be done by the teacher and students so that learning objectives can be achieved effectively and efficiently. The teaching strategy of the teacher of Islamic education in implementing character education can be seen from the 3 forms of strategy, namely<sup>6</sup>

#### a. Integration into subjects.

The implementation of character education is carried out in an integrated manner into the preparation of syllabi and indicators that refer to the competency standards and basic competencies contained in the 2013 Curriculum. In Islamic religious education, character education can be done by shaking hands with the teacher's hand to bring respect and offer to the teacher. planting discipline and gratitude through congregational prayers in time, the cultivation of sincere values and sacrifice through the care of orphans and the poor.<sup>7</sup>

#### b. Integration into habituation creation and modeling

Conditioning and habituation to develop the desired character can be done in the following ways:

- 1) Say hello when starting the teaching and learning process.
- 2) Pray before starting work to instill thanks to Allah SWT.
- 3) Habit of giving other people the opportunity to talk to completion before commenting or answering.
- 4) The habit of raising your hand if you want to ask questions, answering comments, or opinions and only talking after being appointed or welcome.
- 5) Habit for greeting when meeting with the teacher.
- 6) Carry out prayer in congregation at school.
- 7) Line up before students enter the classroom.
- 8) Prayer together, and others.<sup>8</sup>

---

<sup>6</sup> Agus Zaenul Fitri, *Pendidikan Karakter Berbasis Nilai dan Etika di Sekolah* (Yogyakarta: Ar-Ruzz Media, 2012), 46.

<sup>7</sup> *Ibid*, 47.

<sup>8</sup> *Ibid*, 50.

### c. Integration into daily activities at school

Self-development activities that aim to develop and express themselves according to the needs, talents and interests of students. There are two activities in implementing character education through the teaching strategies of the teacher of Islamic education that are programmed and not programmed. Programmed activities such as extracurricular activities include scouts, youth red bars, history of Islamic spirituality, and sports. Unprogrammed activities include:

School Cultural Development and Learning Activity Centers, carried out through self-development activities, are:

1. Habitual activities, routine activities are activities carried out by students continuously and consistently at all times. For example, Monday's ceremonies, state ceremonies, examination of body hygiene, class pickets, congregational prayers, marching when entering class, praying before the lesson begins and ends<sup>9</sup>, and greetings when meeting teachers, educators, and friends.
2. Spontaneous activities, activities carried out by students spontaneously at the same time, for example, activities to collect donations when a friend is affected by a disaster or a contribution to the community when a disaster occurs.
3. Exemplary, namely the behavior and attitudes of teachers and education personnel and students in providing examples through good actions so that they are expected to be role models for other students. For example, the value of discipline, cleanliness and neatness, love, politeness, attention, honesty, and hard work.<sup>10</sup>
4. Conditioning, Conditioning is the creation of conditions that support the implementation of character education, for example the condition of clean toilets, trash bins, green pages with trees, posters of wise words displayed in the school hall or in the classroom.<sup>11</sup>

The teacher of Islamic education in carrying out the teaching and learning process there are various ways namely, delivering material, using teaching methods, using media / sources.

---

<sup>9</sup> Masnur Muslich, *Pendidikan Karakter: Menjawab Tantangan Krisis Multidimensional* (Jakarta: Bumi Aksara, 2011), 176

<sup>10</sup> Ibid, 175.

<sup>11</sup> Muchlas Samani dan Hariyanto, *Pendidikan Karakter Konsep dan Model* (Bandung: Rosdakarya, 2012), 147.

#### a. Delivering material

From the observations of the researchers, in the delivery of the material takes place, it is not entirely direct to the delivery of the material but preceded by the opening of the lesson. It all has become a stage before the commencement of material delivery. From the opening of this lesson can make the goal to create the initial conditions so that the mental and attention of students focus on what they will learn, so that it will have a positive impact on teaching and learning activities.

The teacher gives questions verbally related to past lessons with the aim of knowing the extent to which students absorb and repeat the lessons that have been delivered.

In the delivery of material, the teacher must pay attention to several important matters in determining the subject matter including:

- 1) Materials must be appropriate to support the achievement of the objectives.
- 2) Materials written in teaching planning are limited to the concept / outline of the material need not be specified.
- 3) Establishing teaching materials must be in accordance with the order of purpose.
- 4) For teaching materials should pay attention to balance.
- 5) Materials are arranged from the simple to the complex, from the easy to the difficult, from the concrete to the abstract, so students easily understand it.

#### b. Using teaching methods

The teaching method is one of the methods used by the teacher in making relationships with students during teaching. Therefore, the role of teaching methods as a tool to create teaching and learning processes.

In learning each teacher uses different methods and in delivering lessons. Some of the methods used in the teaching and learning process are lecture method, question and answer method, CTL method, demonstration method, discussion method, assignment method, and modeling method.

In the learning strategy of Islamic religious education, here is more emphasis on the aspect of student experience or student skills. In this strategy using several methods, among others:

1) Lecture Method Is the technique of delivering teaching material orally by the teacher in front of the class. Although this method requires teacher activity rather than students, this method cannot be left alone in teaching activities.<sup>12</sup> Especially in traditional education and teaching, such as in rural areas, which lack facilities. This method has several advantages and disadvantages including the advantages of the lecture method:

- a) The teacher easily controls the class.
- b) Easy to organize seating / class.
- c) Can be followed by a large number of students.
- d) Easy to prepare and implement it.
- e) The teacher is easy to explain the lesson well.<sup>13</sup>

Disadvantages of the lecture method:

- a) Easy to be verbalistic (understanding words).
- b) The visual becomes a loss, the auditive (hear) who receives it.
- c) Can always be used and too long, boring.
- d) The teacher concludes that students understand and are interested in the lecture, this is very difficult.
- e) Causes students to be passive.

2) Question and Answer Method, namely the delivery of teaching messages by asking questions and students giving answers, or conversely students are given the opportunity to ask questions and the teacher answers questions. If this method is done appropriately, it can increase students' attention to active learning. The question and answer method is used when done:

- a) As a test of the past lesson.
- b) As an interlude in explaining the lesson.
- c) To stimulate students so that their attention is more focused on the issues being discussed.
- d) To direct students' thinking processes.
- e) This method can give the class life, train students to ask questions or answers, and enable students to learn the last lesson.

---

<sup>12</sup> Muhaimin, *Strategi Belajar Mengajar* (Surabaya: Citra Media, 1996), 82.

<sup>13</sup> Ibid, 83.

While the weakness of the question and answer method:

- a) A lot of time is consumed and less able to be controlled properly by the teacher because of the many questions that arise.
  - b) It is possible that there will be irregularities in students' attention if there are questions or answers that are not related to the target being discussed.
  - c) The course of teaching is poorly coordinated because of the emergence of questions from students that may not be answered correctly, both teachers and students.
- 3) Demonstration Method, Demonstration is one of the teaching techniques carried out by a teacher or someone else who is intentionally asked or the students themselves are appointed to show the class about a process or way of doing things. For example, a demonstration of the way of praying.
- 4) Discussion Method, is a way of studying subject matter by debating the problems that arise and pitting rational and objective arguments. This method raises attention and changes in children's behavior in learning. This method is intended to stimulate students in learning and thinking rationally and objectively in solving a problem.
- 5) Assignment, what is meant by the task method (recitation) according to Sayiful Sagala is "How to present learning material where the teacher gives a certain task so that students do learning activities, then must be accounted for." For example, the tasks carried out by students can be done in the classroom, outside the classroom, in the library even at home then the task is accounted for. This method is known as homework but this method is broader than homework alone, because in this method consists of three phases, among others: first the teacher gives the task, the two students carry out the task, and the three students account for what has been done.

As the purpose of Islamic religious education itself which aims to foster and increase faith through the giving and fertilizing of knowledge, appreciation, practice and experience of students about the religion of Islam so that it becomes a Muslim man who continues to grow in terms of faith, piety, nation, and to be able to continue at the level higher education.

This is necessary for students to be able to understand, feel, and work at the same time virtue values.

- a. Moral Knowing / Learning to know. This stage is the first step in catholic education. The goal is oriented to mastering knowledge about values. Students must be able to:

distinguish noble moral values and despicable moral values and universal values, understand logically and rationally (not dogmatically and doctrinally) the importance of noble character and depraved moral danger in life, knowing the figure of the prophet Muhammad SAW as an exemplary figure noble character through his traditions and *sunnah*.<sup>14</sup> The dimensions included in moral knowing to fulfill the cognitive domain are moral awareness, knowledge of moral values, moral logic, courage in taking decisions, and introduction self (self-knowledge).<sup>15</sup>

- b. Moral Loving / Moral Feeling. Learn to love and serve others. Learn to love with unconditional love. The purpose of this stage is to foster a sense of love and need for noble moral values. In this stage the target is the emotional dimension of students, hearts, or souls. It's no longer reasons, ratio and logic. The teacher touches the students' emotions so that they develop awareness, desires and needs in students. To reach this stage the teacher can enter it with stories that touch the heart, modeling, or contemplation. Through this stage students are expected to be able to assess themselves (*muhasabah*), the more they know the shortcomings.<sup>16</sup> Moral feeling is a strengthening of the emotional aspects of students to become human beings with character. This reinforcement relates to the forms of attitudes that must be felt by students, namely awareness of conscience, confidence (self-esteem), sensitivity to the suffering of others (empathy), love for the truth (loving the good), control self, and humility.<sup>17</sup>
- c. Moral Doing / Learning to do. This is the culmination of the success of Islamic Education subjects, students practice the noble moral values and their daily behavior. Students become more polite, friendly, respectful, compassionate, honest, disciplined, love, loving and affectionate, fair and generous and so on. As long as moral changes have not been seen in children's behavior even though a little, during that time we have a stack of questions that must always be sought for answers. Examples or examples are the best teachers in instilling values. Who we are and what we give. Subsequent actions are habituation and motivation.<sup>18</sup> Moral doing / Moral action is a moral action or action which is the result (outcome) of two other character components. To understand

---

<sup>14</sup> Abdul Majid, Dian Andayani, *Pendidikan Karakter Perspektif Islam* (Bandung: Remaja Rosdakarya, 2012), 112.

<sup>15</sup> Jamal Ma'mur Asmani, *Buku Panduan Internalisasi Pendidikan Karakter di Sekolah* (Yogyakarta : DIVA Press, 2011), 86.

<sup>16</sup> Abdul Mujid dan Dian Andayani, *Pendidikan*, 112-113.

<sup>17</sup> Jamal Ma'mur Asmani, *Buku*, 86-87.

<sup>18</sup> Abdul Mujid dan Dian Andayani, *Pendidikan*, 113.

something that encourages someone to do good deeds (act morally), three other aspects of character must be seen. These three aspects are competence, desire and habit.<sup>19</sup>

## **2. Inhibiting and Supporting Factors in the Application of Character Education through PAI Teacher Teaching Strategies**

### **a. Obstacle factor**

As is well known that the success and failure of a learning goal is strongly influenced by a teacher. When a teacher finds a problem that is an obstacle in learning, learning cannot run optimally.

- 1) Limited time available, so that the teacher of Islamic education are not able to maximize the learning of Islamic religious education. This is coupled with religious activities carried out before students receive the material, making the time shorter in delivering Islamic religious education material.
- 2) The difficulty of the teacher in using methods that are acceptable to students.
- 3) Lack of interest and ability of students towards Islamic religious education.
- 4) Lack of balance between school environment, family environment, and community environment.
- 5) The lack of students' enthusiasm for Islamic religious education is also an obstacle for religious teachers to use methods that demand creative students.

### **b. Supporting factors**

There are several factors that encourage the learning of character education, namely

- 1) Pre-school experience, for students who are accustomed to good behavioral education received from kindergarten, will facilitate them to receive value learning optimally.
- 2) The level of intelligence, for intelligent children will easily catch the learning information provided by the teacher.
- 3) Creativity, for children who are creative will be able to produce new things about various values, based on their experience receiving values from other parties.

---

<sup>19</sup> Jamal Ma'mur Asmani, *Buku*, 87.

- 4) Learning motivation, students who have high motivation will be able to absorb various values easily and implement them in their daily lives
- 5) Attitudes and study habits, for students who have good, planned, systematic and directed learning attitudes and habits will make learning meaningful in order to improve their quality.<sup>20</sup>

## **D. CONCLUSION**

Based on the results of the research described, it can be concluded that:

1. The process of learning Islamic education at SMP Manarul Quran Paciran Lamongan runs in accordance with the existing procedures, meaning that teachers can apply character education using existing methods and facilities. Although sometimes have to adjust the state of students due to lack of interest in students in Islamic religious education subjects. The strategy is realized through contextual learning with class-based assessment accompanied by remedial and enrichment programs. The strategy of implementing character education at SMP Manarul Quran Paciran Lamongan through learning activities, the development of school culture and the center of learning activities namely self-development activities including routine activities, spontaneous activities, exemplary, conditioning.
2. Inhibiting and Supporting Factors in the Application of Character Education through PAI Teacher Teaching Strategies
  - a. Obstacle factor:
    - 1) Limited time available, so that, the teacher of Islamic education is not able to maximize the learning of Islamic religious education. This is coupled with religious activities carried out before students receive the material, making the time shorter in delivering Islamic religious education material.
    - 2) The difficulty of the teacher in using methods that are acceptable to students.
    - 3) Lack of interest of some students towards Islamic religious education.
    - 4) Lack of balance between school environment, family environment, and community environment.

---

<sup>20</sup> Agus Zaenul Fitri, *Pendidikan*, 133.

- 5) The lack of students' enthusiasm for Islamic religious education is also an obstacle for religious teachers to use methods that demand creative students. Always use the lecture method, because when the method of discussion or practice used when delivering the material, it is often found that students do not understand the material. So, the method used is adjusted to the ability of students, even though the method must always use the lecture method. Because the core of Islamic learning itself is where students are able to recognize, understand, appreciate and believe in the teachings of Islam.

b. Supporting factors:

- 1) The teacher uses methods that can be accepted by students.
- 2) There are facilities and infrastructure that support learning.
- 3) Guidance is provided for all teachers at SMP Manarul Quran Paciran Lamongan with the aim that all teachers can apply the learning tools.

## **E. REFERENCES**

- Ahmadi, Abu dan Supriono, Widodo, *Psikologi Belajar*, Jakarta: Rineka Cipta, 1991.
- Arifin, Imron, *Penelitian Kualitatif dalam Ilmu-Ilmu Sosial dan Keagamaan*, Malang: Kalimasahada Press, 1996.
- Arikunto, Suharsimi, *Prosedur Penelitian; Suatu Pendekatan Praktik*, Jakarta: Rineka Cipta, 2006.
- Asmani, Jamal Ma'mur, *Buku Panduan Internalisasi Pendidikan Karakter di Sekolah*, Yogyakarta : DIVA Press, 2011.
- Budiningsih, Asri, *Belajar dan Pembelajaran*, Jakarta: Rineke Cipta, 2004.
- Fathurrohman, Pupuh dan Sutikno, M. Sobry, *Strategi Belajar Mengajar; Melalui Penanaman Konsep Umum dan Konsep Islami*, Bandung: PT Refika Aditama, 2007.
- Fitri, Agus Zaenul, *Pendidikan Karakter Berbasis Nilai dan Etika di Sekolah*, Yogyakarta: Ar-Ruzz Media, 2012.
- Hamdani, *Strategi Belajar Mengajar*, Bandung: Pustaka Setia, 2011.
- Jamarah, Syaiful Bahri dan Zain, Aswan, *Strategi Belajar Mengajar*, Jakarta: Rineka Cipta, 2002.
- Mahbubi, M., *Pendidikan Karakter*, Yogyakarta: Pustaka Ilmu, 2012.

- Majid, Abdul, *et al.*, *Pendidikan Karakter Perspektif Islam*, Bandung: Remaja Rosdakarya, 2012.
- Maksudin, *Pendidikan Karakter Non Dikotomik*, Yogyakarta: Pustaka Belajar, 2013.
- Margono, S. *Metodologi Penelitian Pendidikan*, Jakarta: Rineka Cipta, 1997.
- Moleong, Lexy, J., *Metodologi Penelitian Kualitatif*, Bandung: Remaja Rosdakarya, 2002.
- Muhaimin, *Strategi Belajar Mengajar*, Surabaya: Citra Media, 1996.
- Muhajir, Noeng, *Metodologi Penelitian Kualitatif*, Yogyakarta: Rake Sarasin, 1989.
- Mulyono, *Strategi Pembelajaran*, Malang: UIN Maliki Press, 2012.
- Muslich, Masnur, *Pendidikan Karakter: Menjawab Tantangan Krisis Multidimensional*, Jakarta: Bumi Aksara, 2011.
- Nazarudin, *Manajemen Pembelajaran: Implementasi Konsep, Karakteristik dan Metodologi Pendidikan Agama Islam di Sekolah Umum*, Yogyakarta: Teras, 2007.
- Samani, Muchlas, dan Hariyanto, *Pendidikan Karakter Konsep dan Model*, Bandung: Rosdakarya, 2012.
- Senjaya, Wina, *Strategi Pembelajaran; Berorientasi Standar Proses Pendidikan*, Jakarta: Kencana Prenada Media Group, 2008.
- Sugiyono, *Metode Penelitian Pendidikan*, Bandung: Alfabeta, 2010.
- Zubaedi, *Desain Pendidikan Karakter*, Jakarta: Kencana, 2012.