

THE INFLUENCE OF INTENSIVE PROGRAMS ON THE ACHIEVEMENT OF ISLAMIC RELIGIOUS EDUCATION ACHIEVEMENT IN MTs AL-ARIF GEMPOL PASURUAN

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Abstract

It is common for every educational institution to implement teaching programs according to the curriculum set by the government in this case the Ministry of National Education or the Department of Religion. When examined carefully education is a determinant of the direction of one's life which is the smallest component of a society and nation. That's why MTs Al-Arif Gempol Pasuruan deems it necessary to improve the quality and quantity of Educators, Students and Students Facilities which are called Intensive Programs. Because there is no known influence between the intensive program and the learning achievement of Islamic religious education, the authors intend to conduct research with quantitative and qualitative approaches to test hypotheses.

This intensive program is an effort to improve student learning achievement by handling more education factors through competent teacher qualifications, selecting raw student input, adding curriculum or materials, fulfilling learning facilities and infrastructure and increasing learning time. Thus it is hoped that the elevation of student learning achievement will be better.

From the research we have done, intensive programs affect the learning achievement of Islamic religious education, this is evidenced by the results of statistical analysis obtained sufficient or moderate correlation with the calculation of the final value of $r_{xy} = 0.525$ this case if connoted by the interpretation table is at the number 0,400 - 0,700 which has a moderate or moderate meaning.

Considering that there are still deficiencies that need to be addressed in this intensive program, including not yet maximizing teacher qualifications, some students who lack discipline, unequal mastery of the material and lack of learning facilities and infrastructure. Then the collaboration of the school, parents, and students needs to be improved.

Keywords: Intensive Program, Learning Achievement

A. INTRODUCTION

Human beings are God's most perfect creatures compared to other creatures. Humans with their minds have the ability to think and create that is not possessed by other creatures of God, of course these abilities must always be developed.

One effort in developing this potential is by learning which is the core of education, especially Islamic Religious Education, Islamic Religious Education is interpreted as an effort to consciously provide guidance to the physical and spiritual development of students towards the formation of a noble personality.¹

In the process of developing this potential there are several factors that can influence student success in learning, these factors are: External Factors. A person's learning success is influenced by things that come from outside the students, such as the situation of family, school and community. A harmonious family will be very helpful in the learning process with the interaction between the child and the first educator, namely parents, the school condition factor is also very influential in the learning process because most of the child's learning time is spent at school, so in this case there are things that need to be considered in order to support these achievements, including teachers, curriculum, discipline, time to study, educational tools, facilities and infrastructure.

These factors must be created properly in order to create a conducive learning environment so students can learn comfortably and internal factors. existing in students, these factors can be physical and psychological. In psychological factors the thing that really influences achievement is intelligence. Wasty Soemanto said that intelligence is the ability of Problem Solving in all new situations or that contains

problems, both personal problems, social problems, academic-cultural problems, and family economic problems.²

Given the importance of these factors MTs Al-Arif as one of the educational institutions located on Jl. Raya Wonoayu 28c Gempol Pasuruan's mission is to prepare a generation of Muslims who have a morality and achievement in the field of education trying to provide more handling of the factors mentioned above, as well as making innovations and updates in the structure of the curriculum, education system, and teaching methods that have been considered less representative of the development of this era is done through selection, on students with high IQ, professional teacher qualifications, increase in the span of learning time, discipline emphasis on students, conducive classroom management and curriculum development. All of these aspects are intensively given to students, with serious handling expected to have a positive impact on student achievement.

Because the effect of the intensive program is not yet known to the learning achievement of Islamic Religious Education on MTs Al-Arif students, the researcher intends to conduct a study with the title: The Effect of the Intensive Program on Learning Achievement of Islamic Religious Education Students of Mts Al-Arif Gempol Pasuruan.

B. RESEARCH METHODOLOGY

This research is in the form of quantitative and qualitative. In this study the authors identified two variables that would later be sought correlations between the two. The variables are as follows: Population is the whole subject of research to be examined. In this study, the population was all students of MTs Al-Arif Gempol Pasuruan, amounting

1 Zuhairini, et.al, *Metodologi Pendidikan Agama* (Solo: Ramadhani, 1993), 9.

2 Wasty Soemanto, *Psikologi Pendidikan* (Jakarta: Rineka Cipta, 1998), 143.

to 173 students with the following details:

- Class I : 68
- Class II : Students 58
- Class III : Students 47 Students
- Total : 173 Students

So the population in this study were 173 students. After knowing the study population as mentioned above and also considering the limitations of time, energy, costs and so forth, the authors only take a portion of the population with the characteristics and characteristics that represent the population.

According to Suharsimi Arikunto, if the subject is less than 100, it is better to take everything, but if it is bigger, it can be taken between 10% -15% or 20% -25%.³ In this study the authors took a sample of 20% of the entire population with the following division; 173 students x 20% = 34.6 students, so it was rounded up to 35 students, so the sample in this study was 35 students. Because the population consists of 3 class levels, in order to obtain a representative sample, the sampling technique uses the Stratified Random Sampling technique.

The data that has been collected will be analyzed by statistical and non-statistical methods by adjusting to the existing data types. The analysis in question is as follows:

- a Non-statistical analysis techniques, namely an analysis technique that aims to look for conclusions from existing data. In this case the high category is used to draw a conclusion. The formula used is the percentage formula.
% = X 100
- b Statistical analysis techniques, this is intended to analyze the presence

or absence of the influence of intensive programs on the learning achievement of PAI students of MTs Al-Arif. Therefore the formula used is the "Product Moment" formula. The Product Moment Formula is as follows:

$$r_{xy} = \frac{xy}{N.SD_x.SD_y}$$

Where :

R_{xy} : Figures for the correlation index between Variable X and Y Variables

X_y : The sum of the multiplication results between the deviation of the variable X (x) and the deviation from the variable Y (y).

SD_x : Standard deviation of variable X

SD_y : Standard deviation of the variable Y.

N : Number of Cases.⁴

After being analyzed using these formulas, then to look for the high and low effects of intensive programs on the learning achievement of Islamic Religious Education students of MTs Al-Arif, the results of xy are interpreted or interpreted according to conservative measures as follows:

R	Interpretation
Between 0,900-1,000	Very High
Between 0,700- 0,900	High
Between 0,400-0,700	Moderate / sufficient
Between 0,200-0,400	Low
Between 0,000-0,200	Very Low (uncorrelated)

3 Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2002), 112.

4 Anas Sudijjo, *Pengantar Statistik Pendidikan* (Jakarta: Rajawali Pers, 1987), 182-83.

C. DATA PRESENTATION AND DATA ANALYSIS

Based on the results of research we have done at MTs Al-Arif Gempol Pasuruan both from the results of interviews and questionnaires we will present as well as be analyzed in order to know the extent of the results he has obtained.

1. Intensive Program Implementation in MTs Al-Arif Gempol Pasuruan

Based on the distribution of questionnaires given to respondents in this case students, as many as 20 question items:

- Alternative answers A value = 4
- Alternative answers B value = 3
- Alternative answers C value = 2
- Alternative answers D value = 1

Researcher will analyze in two ways, namely qualitative using a percentage formula and quantitative analysis using the Product Moment formula. Before analyzing data quantitatively, researchers first analyzed qualitatively by using the percentage formula, which is:

By this it is intended to find out the frequency of respondents' answers in the questionnaire that the authors distribute. In this case is to find out how the implementation of the MTs Al-Arif Intensive Program. So to find out how the implementation of the Intensive Program researchers used a percentage then described, so that it can be seen the level of student response to the implementation of the Intensive Program.

a Teacher / Educator Factors The

Criteria for teacher requirements include teacher mastery of the class, as well as teachers in MTs Al-Arif that the teacher's qualifications also lead to the ability of teachers to master the classroom as evidenced by their readiness in delivering material in the classroom. In this case, it can

be seen in the table:

Table X

Readiness of the Teacher Mastering the Class / Delivering Lessons

No	Alternative Answers	F	%
1	Ready	21	60%
2	Sufficiently Ready	10	28.57%
3	Less Ready	4	11.43%
4	Not Ready	-	-
		35	100%

From the above table it can be concluded that out of 35 children 60% said a teacher in the Intensive Program was ready to teach or delivered material 28.57% said they were quite prepared and 11.43% said they were not ready. From this it follows that the existing teachers of the teacher qualifications have fulfilled one of the requirements to become competent teachers.

b Factors of Students / Students

Based on the completion of Raw Input students in this case through intelligence tests and discipline emphasis can be said that the application of discipline in students goes well, this can be seen in the following table:

Table XI

Raw Input Students

No	Alternative Answers	F	%
1	Want deepening knowledge	31	88.57%
2	Being told by parents	4	11.43%
3	Asked by the principal	-	-
4	Try and try	-	-
		35	100%

From the table on the implementation of Raw Input students can be presented 88.47 students enter on their own initiative in this case want to deepen the science of religion, from this it can be concluded that with the main capital of high interest will

also have high implications for students' interest in learning.

Table XII
Disciplinary Teacher

No	Alternative Answer	F	%
1	Very disciplined	20	37.14%
2	Self-discipline	12	34.28%
3	Less discipline	3	8.57%
4	Disciplines	-	-
		35	100%

While from the table on teacher discipline, 37.14% felt very disciplined, while 34.28% felt quite disciplined and 8.57 felt less disciplined. From this it can be said that with the discipline that is applied to the Intensive Program it is expected that a sense of discipline will be embedded in all the rules that exist in schools, countries and religious regulations which will have implications for the discipline to learn.

c Factors of Educational Tools

Factors of educational tools in terms of material are sufficiently met in the Intensive Program class, as well as in the form of non-objects, this can be seen in the three tables that contain the fulfillment of educational equipment/ educational facilities, additional material, additional learning time.

Table XIII
Fulfillment of Educational Facilities

No	Alternative Answer	F	%
1	Many / fulfilled	25	71.42%
2	Quite a lot / fulfilled	9	25, 72%
3	Less or less fulfilled	1	2,86 5
4	None / not fulfilled	-	-
		35	100%

From the table on the fulfillment of educational facilities 71.42% said educational equipment had been fulfilled

/ many, 25, 72% said it was sufficiently fulfilled and 2.86% said it was not fulfilled from here it could be said that the Intensive Program was one of the factors that could influence educational achievement namely the fulfillment of educational tools has been fulfilled. Furthermore, to find out aspects of educational tools in the form of additional learning time span and the following table.

Table XIV
Addition to Study Time Range

No	Alternative Answer	F	%
1	Happy	23	65.72%
2	Fairly happy	8	22.85%
3	Less happy	4	11.43%
4	Boring	-	-
		35	100%

From the table above it can be explained that from 35 respondents 65.72% said they were happy with the addition of study time, 22.65% were quite happy, 11.43% were less happy. From this it can be described that by adding this learning time it will increase students' understanding of the learning material.

To find out the Intensive program influences the learning achievement of Islamic Religious Education students of MTs Al-Arif Gempol Pasuruan, the researchers analyzed with statistical analysis by correlating the results of the questionnaire about the response to the Intensive program with the student learning outcomes of the report cards and also tests.

Learning Achievement of Islamic Religious Education Students of MTs Al-Arif After looking at the results of the questionnaire we have done and also the value of the report cards from Islamic Religious Education subjects, the learning achievements of Islamic Religious Education students of MTs Al-Arif Gempol Pasuruan can be seen in the following table:

Table XV
 About Learning Achievements of Islamic Education Students Intensive Program

No	Nama	Test	Score Repor	Card Score
1	2	3	4	5
1	Edi Siswanto	90	90	90
2	Elis Liandana	80	90	85
3	Faris Efendi	80	90	85
4	Ima Islamiya	70	90	80
5	Jamilah	80	90	85
6	Lailul Juliyah	80	90	85
7	Mutmainah	90	90	90
8	Elsa	80	90	85
9	Erwin Suryani	90	90	90
10	Firdaus	90	90	90
11	M. Rijal	80	90	85
12	Mutrofin	90	90	90
13	Mudrikan	90	90	90
14	Linda Milasari	80	90	85
15	Djaidin	80	90	85
16	Agus	90	90	90
17	Ainun Najibah	90	90	90
18	Ahmad Hari	80	90	85
19	Ardianto	90	90	90
20	Budi Santoso	90	90	85
21	Dian Apriliani	90	90	85
22	Erna	80	90	85
23	Fauziyah	90	90	90
24	Fathur Rozi	90	90	90
25	Choirun Nisa'	80	90	85

26	Khoirotul Aini	80	90	85
27	Moh. Misbah	90	90	90
28	Moh. Yusuf	90	90	90
29	Nafi'ul Ulum	90	90	90
30	Siti Rumaita	80	90	85
31	S. Nur Asiyah	80	90	85
32	Siska Harlina	80	90	85
33	Riza Umami	80	90	85
34	Zainal Arifin	90	90	90
35	M. Budiono	80	90	85
	Amount	3045		

After the researcher analyzes the qualitative data using the percentage formula, the quantitative data will be analyzed using statistical analysis. This is intended to determine the effect of the Intensive Program (X) on PAI (Y) learning achievement by using the formula "Product Moment Correlation".

2. The Influence of the Intensive Program on the Achievement of Islamic Education of MTs Al-Arif Gempol Pasuruan

To find out the extent of the influence of the Intensive Program on the influence on Islamic religious education learning achievement in MTs Al-Arif Gempol Pasuruan can be seen in the following table:

Table XVI
 Correlation of Variable X Against Y

No	X	Y	X	x2	y	y2	xy
1	2	3	4	5	6	7	8
1	72	90	2	4	3	9	6
2	71	85	1	1	-2	4	-2

3	68	85	-2	4	-2	4	4
4	66	85	-4	16	-2	4	8
5	68	85	-2	4	-2	4	4
6	72	85	2	4	-2	4	-4
7	68	90	-2	4	3	9	4
8	65	85	-5	25	-2	4	35
9	71	90	1	1	3	9	3
10	72	90	2	4	3	9	6
11	72	85	2	4	-2	4	-4
12	72	90	2	4	3	9	6
13	70	90	0	0	3	9	0
14	65	85	-5	25	-2	4	10
15	71	85	1	1	-2	4	-2
16	70	90	0	0	3	9	0
17	71	90	1	1	3	9	3
18	71	85	1	1	-2	4	-2
19	70	90	0	0	3	9	0
20	70	85	0	0	-2	4	0
21	72	85	2	4	-2	4	6
22	69	85	-1	1	-2	4	2
23	72	90	2	4	3	9	6
24	72	90	2	4	3	9	2
25	72	85	2	4	-2	4	-4
26	72	85	2	4	-2	4	-4
27	72	90	2	4	3	9	6
28	70	90	0	0	3	9	0
29	67	90	-3	9	3	9	6
30	70	85	0	0	-2	4	0
31	70	85	0	0	-2	4	0
32	68	85	-2	4	-2	4	4
33	67	85	-3	9	-2	4	6
34	70	90	0	0	3	9	0
35	72	85	2	4	-2	4	-4
35	2450	3045	0	154	0	260	105

The calculation steps in the table above, respectively are as follows:

- In column 1 are the research subjects obtained with a value of $N = 35$
- Summing X scores (column 2), obtained $\sum X = 2450$

c Summing Y scores (column 3), obtained $\sum Y = 3045$

d Calculate the mean of variable X by the formula

$$M_x = \frac{\sum X}{N}$$

It is known that $\sum X = 2450$ and $N = 35$ so

$$M_x = \frac{2450}{35} = 70$$

e Calculate the mean of variable Y with the formula:

$$M_y = \frac{\sum Y}{N}$$

It is known that $\sum Y = 3045$ and $N = 35$ so

$$M_y = \frac{3045}{35} = 87$$

f Calculate the deviation (deviation) of each X score against M_x (column 4) with the formula $x = X - M_x$. To check whether the calculations in column 4 are all correct, all x deviations if added together the results must be equal to zero.

g To make the whole deviation of X (column 5) then add up, so that $\sum X^2 = 154$.

h Calculate the deviation of each y score against M_y (column 6), with the formula $y = Y - M_y$.

i Turns all deviations of y (column 7), then sums up to get $\sum y^2 = 260$.

j Multiplying the deviation x with the deviation y (column 8), then adding up $\sum xy = 105$.

k Calculate the standard deviation (SD) of variable x, using the formula below:

$$SD_x = \sqrt{\frac{\sum X^2}{N}}$$

It is known that $\sum X^2 = 154$ and $N = 35$, so

$$SD_x = \sqrt{\frac{154}{35}} = \sqrt{4,4} = 2,097$$

- l Calculate the standard deviation of the Y variable with the formula:

$$SDx = \sqrt{\frac{\sum Y^2}{N}}$$

It is known that $\sum Y^2 = 154$ and $N = 35$, so

$$SDx = \sqrt{\frac{360}{35}} = \sqrt{7,42} = 2,723$$

- m Look for the correlation coefficient which shows the strength or weakness of the relationship between variables X and Y, with use Formulas

$$r_{xy} = \frac{\sum xy}{N \cdot SDx \cdot SDy}$$

It is known that $\sum xy = 105$ $N = 35$ $SDx = 2,097$ $SDy = 2,723$

$$\begin{aligned} \sum r_{xy} &= \frac{105}{(35) \cdot (2,097) \cdot (2,723)} \\ &= \frac{105}{199,85} = 0,525 \end{aligned}$$

- n Provide interpretation of $\sum r_{xy}$ or r_o .

In giving an interpretation of $\sum r_{xy}$ or r_o we can take it in two ways, namely in a rough or simple way, and by communicating with the table produced "r" moment value.

- 1) Simple interpretation

From the above calculation, we have obtained $\sum r_{xy} = 0.525$. If you pay attention, then the correlation index numbers that we get are not negative. This means that between variables X and Y there is a direct relationship, in other words there is a positive correlation between the two variables. This means that students who take an intensive program get good Islamic learning outcomes.

Furthermore, if we look at the size of $\sum r_{xy}$, which is 0.525, then to calculate the

high or low correlation of the calculated results ($\sum r_{xy}$), it is matched into the interpretation measure according to the conservative measure below.

Table XVII

Simple Interpretation Table

No.	R	Interpretation
1	Between 0,900 - 1,000	Very High
2	Between 0,700 - 0,900	High
3	Between 0,400 - 0,700	Moderate / sufficient
4	Between 0,200 - 0,400	Low
5	Between 0,000 - 0,200	Very Low (un-correlated)

Based on guidelines or mentioned above, the result of $\sum r_{xy} = 0.525$ lies between 0.400 - 0.700. Thus it can be stated that there is an influence of the Intensive program on the learning achievement of Islamic Religious Education students of MTs Al-Arif Gempol Pasuruan, even in moderate or sufficient circumstances.

- 2) Interpretation by using Product Moment "r" value table
- Formulating alternative hypotheses: "There is an effect of the Intensive Program on the learning achievement of Islamic Religious students of MTs Al-Arif Gempol Pasuruan.
 - Formulating the null hypothesis: "There is no effect of the Intensive Program on the learning achievement of Islamic Religious Education students of MTs Al-Arif Gempol Pasuruan.
 - Looking for df or db, with the formula $df = N - nr$. The number of students sampled in this study were 35 students. Thus

$N = 35$. The variable that we are looking for is the correlation X variable (Intensive Program) and Y variable (Islamic Education

Learning Achievement), so $nr = 2$. Then we can easily obtain df namely: $df = 35 - 2 = 33$.

d) Consult the Product Moment "r" value table. By looking at the Product Moment's "r" value table, we can know that with a df of 33, "Product" rents obtained at a significance level of 5% = 0.344 and at a significance level of 1% = 0.442. In other terms:

r_t at a significance level of 5% = 0.344

r_t at a significance level of 1% =

0.442 Comparing the magnitude of $\sum r_{xy}$, with r_t . As is well known that $\sum r_{xy} = 0.525$, while $r_t = 0.344$ and 0.422. Thus it can be seen that the value of r_{xy} is greater than r_t both at the 1% significance level and from the 5% significance level. Or it can be said:

$r_{xy} = 0.525$ $r_t 5\% = 0.344$

$r_{xy} = 0.525$ $r_t 1\% = 0.442$

Thus it can be concluded that "There is an effect of the Intensive Program on the Islamic Religious Learning achievement of MTs Al-Arif students in Gempol Pasuruan which is convincing in moderate or moderate circumstances. enough".

D. CONCLUSION

Handling of factors teachers, students, educational tools have a good effect on student achievement.

Learning achievement of Islamic education of students after the test and documentation report cards are on the average results of 70.0, this shows a standardized value.

From the results of the correlation about the effect of the intensive program on Islamic religious education learning achievement of MTs Al-Arif students, the final figure of 0.525 if interpreted by the interpretation table is at the number of 0.400 - 0.700 so that it has sufficient or

moderate interpretation.

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