



Analysis of The Preparation and Implementation of Learning Implementation Plan Curriculum 2013 on Jurisprudence Subjects

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ABSTRACT

Keywords:

Compilation;
Implementation;
Learning
Implementation Plan;
Jurisprudence Subjects.

The aims of this research to determine the preparation and implementation of Learning Implementation Plan Curriculum 2013 on Jurisprudence Subjects. This research is a descriptive qualitative research. This research was conducted on Jurisprudence teachers in grades V and VI. Data collection techniques using interviews, observation, and documentation. Examination of the validity of the data in this study used triangulation of sources, while the data analysis technique used the following steps: data reduction, data presentation and conclusion drawing. The results showed that: a) The preparation of learning implementation plan curriculum 2013 for the V and VI class of Islamic Elementary School (MI) was not fully in accordance with the curriculum 2013 demands. b) The implementation of learning implementation plan curriculum for the V and VI grade was still not fully appropriate with the principle of implementing the curriculum 2013. c) Weaknesses in implementing learning implementation plan curriculum are inadequate learning media so that it becomes an obstacle to developing a balance between developing spiritual and social attitudes, curiosity, creativity, cooperation with intellectual and psychomotor abilities.



Article History:

Received: 16-11-2020
Revised : 29-11-2020
Accepted: 30-11-2020
Online : 01-12-2020



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<https://doi.org/10.31764/ijecca.v3i3.3413>

A. INTRODUCTION

Learning Implementation Planning is a tool that is quite important for the success of teachers in learning. "A successful teacher is a teacher who can understand academic and professional problems, such as understanding student motives, personality, abilities, thinking and learning styles, and students' social behaviour (Juniriang Zendrato, 2016). A successful teacher is a teacher who understands himself as a teacher, not only so, but he also understands that his profession as a teacher is an urgent profession, namely as a character shaping and opening the path of goodness for the students who become his guidance (Wildan, 2017). Teaching success can be achieved through collaboration between teachers and students. The teacher is the first to determine the success of learning. The beginning of this success began with the planning prepared by the teacher before teaching. The plan was contained in the Learning Implementation Plan (Rahmia & Safitri, 2020).

A Learning Implementation Plan is a face-to-face learning activity plan for one or more meetings. learning implementation plan is developed from the syllabus to direct the learning

activities of students in an effort to achieve Basic Competence (KD) (Permendikbud No 22 Tahun 2016, 2016). This lesson plan serves as a reference for teachers to carry out teaching and learning activities so that they are more focused and run effectively. Therefore, the preparation made by the teacher before teaching includes many things, namely written preparation, mental, emotional situations to be built, a productive learning environment, including convincing learners to be fully involved (Gustiawati, 2017).

Mulyasa stated that the reason for the importance of making lesson plans is that it can encourage teachers to think about and learn the lessons to be taught so that learning difficulties can be predicted and solutions can be found (Mulyasa, 2013). Learning implementation plan will help teachers in the process of teaching and learning activities. The availability of lesson plans makes it easier for teachers to provide better quality and targeted lessons (Goleman, Daniel; Boyatzis, Richard; Mckee, 2019).

The results of research by Maryadi Hizri, students of UIN Raden Intan Lampung in their thesis on Learning Management of Islamic Religious Education at MIN 10 Peace in Bandar Lampung, explained that it was limited to syllabus readiness and lesson plans before the teacher carried out teaching and learning activities (Suwatah, 2017). The results of this study clearly have differences with the research that will be conducted by researchers. Research that is currently being carried out will provide information that was not in the previous research, both the steps during the preparation and implementation of learning implementation plan curriculum 2013 in the classroom as well as the weaknesses and solutions of teachers to deal with weaknesses in implementing learning implementation plan curriculum 2013. Research conducted by this researcher is expected to provide new information about the preparation and implementation of learning implementation plan curriculum 2013 and can reduce the difficulties experienced by teachers in compiling and implementing the lesson plans that have been compiled.

This study aims to determine the preparation and implementation of learning implementation plan curriculum 2013 on Jurisprudence subject at MI Nurul Qur'an Pagutan. This research is a descriptive qualitative research. This research was conducted on Jurisprudence teachers in grades V and VI. Data collection techniques using interviews, observation, and documentation. Examination of the validity of the data in this study used triangulation of sources, while the data analysis technique used the following steps: data reduction, data presentation and conclusion drawing. The results showed that: a) The preparation of learning implementation plan curriculum 2013 for the V and VI class of Islamic Elementary School (MI) Nurul Qur'an was not fully in accordance with the curriculum 2013 demands. b) The implementation of learning implementation plan curriculum 2013 for the V and VI grade of Jurisprudence subject at MI Nurul Qur'an was still not fully appropriate with the principle of implementing curriculum 2013. c) Weaknesses in implementing learning implementation plan curriculum 2013 are inadequate learning media so that it becomes an obstacle to developing a balance between developing spiritual and social attitudes, curiosity, creativity, cooperation with intellectual and psychomotor abilities

After conducting an unstructured interview with one of the Jurisprudence teachers at MI Nurul Qur'an Mr. Zaeni during recess on Tuesday, October 15, 2019, the researchers received information that the educational background of the fifth grade Jurisprudence teacher was Arabic education, while who teaches in grade VI has a background in English education and is assigned to be a classroom teacher in grade VI. The educational backgrounds of both are clearly different from the subjects he is currently teaching. The difference in educational background with the subjects being handled will of course provide different challenges for educators, including in the preparation and implementation of learning implementation plan curriculum 2013. All of these teacher challenges require students in grades V and VI of MI Nurul Qur'an Pagutan to achieve a minimum completeness criterion (KKM) of at least 80. "KKM is the lowest criterion for stating that students achieve completeness" (Nurman, 2016). KKM serves as a reference for educators in assessing the competence of students according to the basic competencies, indicators, and also the objectives of the subjects being followed. The achievement of the KKM is also one of the

things that indicates the success of the teacher in implementing the lesson plans that have been prepared. Educators maximize the learning process in order to achieve KKM by students and to maximize the results obtained, educators must at least master pedagogic competencies.

Pedagogic competencies are competencies that include teacher understanding of students, planning and implementing learning, evaluating learning outcomes, and developing the potential of students which can then be actualized (Thalib, 2014). Teacher pedagogical competence clearly affects the quality of the lesson plans compiled and also the process of implementing the lesson plans that have been compiled, because one of the pedagogical competences is the teacher's ability to master learning and learning theory.

B. METHODS

Research is basically a scientific way to get data and a specific purpose or use. Based on this, there are four key words that need to be considered, namely scientific method, data, purpose, and usability (Yamin, 2017). The research approach in this study uses a qualitative approach, the data collected is in the form of opinions, concepts, information, responses and information in the form of descriptions in revealing existing problems. In this study, researchers used a descriptive qualitative research design. Descriptive method is a method in researching the status of groups, humans, an object, a set of conditions, a system of thought or a class of events in the present. The purpose of this descriptive research is to make descriptions, descriptions or paintings systematically, factually and accurately regarding the facts, characteristics and relationships between the phenomena being investigated (Sugiyono, 2013). The reason the researcher uses descriptive qualitative research is to describe the steps of the teacher in preparing the curriculum 2013 lesson plan, the implementation of the curriculum 2013 lesson plan in the classroom, the weaknesses in the implementation process and also the teacher's solutions to overcome the weaknesses faced. The location that the researchers chose to do this study is MI Nurul Qur'an Pagutan. this research data source is teachers of jurisprudence subjects grades V and VI in MI Nurul Qur'an Pagutan. Data collection techniques in this study use interviews, observations and documentation (Maroon, 2015). The data analysis phase used in this study adopts the Miles and Huberman model including data reduction, data presentation and verification. To check the validity of the data obtained in this study the researchers used triangulation which includes source triangulation, triangulation techniques and time triangulation. The aims of this research to determine the preparation and implementation of Learning Implementation Plan Curriculum 2013 on Jurisprudence Subjects at V and VI grade of MI Nurul Qur'an Pagutan.

C. RESULT AND DISCUSSION

1. Teacher's Steps in Preparing the 2013 Curriculum Teaching Implementation Plan in Jurisprudence Subjects

The components and systematics in the preparation of the Curriculum 2013 Learning Implementation Plan must comply with the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 81A of concerning Curriculum 2013 Implementation. In addition, the principle of its preparation must be in accordance with the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 22 of 2016 concerning Basic and Secondary Education Process Standards. Based on the

description above, the researcher will explain the steps of the teacher in preparing the curriculum 2013 lesson plan in Jurisprudence subject at aclass V and VI MI Nurul Qur'an.

The learning process will be effective if the lesson plan has been prepared by the teacher and implemented according to the rules. Basically the lesson plan is a tool to support a learning process so that it runs optimally according to the expected goals. The process of making lesson plans will begin with creating a subject identity. The results of the analysis show that the learning implementation plan curriculum 2013 for jurisprudence subject at class V in the subject identity section only includes the name of the school, subject, class / semester, and time allocation. This is not in accordance with the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 81A of concerning Curriculum 2013 Implementation. "In the PERMENDIKBUD No 22 Year 2016, subject identity must include the name of the school, subject, class/semester, subject matter, and time allocation" (Kementerian Pendidikan Dan Kebudayaan, 2019).

Jurisprudence subject at class V, lesson plans still use the term Competency Standards. This is clearly not in accordance with the learning implementation plan curriculum 2013 component of the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 81A of concerning the Implementation of the Curriculum 2013 which already uses the term Core Competency (KI) which includes KI-1 (spiritual attitude), KI-2 (social attitude), KI-3 (knowledge / cognitive), and KI-4 (skills / psychomotor).

Basic Competence (KD) and Competency Achievement Indicators (GPA) are components of learning implementation plan curriculum 2013 which are also interrelated. Based on the results of the interview, the teacher mapped the KD in accordance with the Decree of the Minister of Religion (KMA) of the Republic of Indonesia Number 156 of 2014. Based on the lesson plans shown by the jurisprudence class V teacher, there was no indicator component in the learning implementation plan. In addition, there is only one KD contained in the lesson plan, namely in the cognitive aspect, namely explaining the hajj procedures. "PERMENDIKBUD Number 22 of 2016 concerning Basic and Secondary Education Process Standards states that one of the principles of learning implementation plan curriculum 2013 is that each learning implementation plan contains the basic competencies of spiritual attitudes (KD from KI-1), social (KD from KI-2), knowledge (KD from KI-3), and skills (KD from KI-4) (Permendikbud No 22 Tahun 2016, 2016).

Learning objectives are one of the components in learning implementation plan curriculum 2013. Audience, Behavior, Condition, and Degree (ABCD) are aspects that must be attached to the learning objectives (Kementerian Pendidikan Dan Kebudayaan, 2019). Based on the results of the analysis in the jurisprudence learning implementation plan class V, there are only AB aspects in the learning implementation plan curriculum 2013 and there are no Condition (C) and Degree (D) aspects.

Learning material is also related to the process of making indicators in order to maximize a process to be achieved. The learning material is sufficient to write the sub-sub only, namely the definition of hajj, the history of hajj, the law of carrying out hajj, the time to perform hajj, and the obligatory requirements for hajj. Based on the results of the analysis, the class V jurisprudence learning implementation plan on this component is correct, namely writing only the sub-material.

The principle of learning implementation plan curriculum 2013 itself emphasizes that the learning process is designed with a learner centered to encourage motivation, interest, creativity, initiative, inspiration, independence, and enthusiasm for learning using a scientific

approach including observing, asking questions, gathering information, reasoning / associating, and communicating (Kementerian Pendidikan Dan Kebudayaan, 2019).

The learning method chosen by the teacher is still not in accordance with the principles of learning implementation plan curriculum 2013. Teachers still use the lecture method as the main method. The media written in the class V lesson plans include asturo paper, markers, and scissors. Based on the results of the analysis, the learning media compiled by the class V Jurisprudence teacher is not media whose absence hinders the learning process or makes learning unable to take place, but this compiled media does not need to be written in the learning implementation plan because without media written by the teacher in the learning implementation plan the learning process will can still be done.

The activities in the lesson plan for grade V teachers are based on the analysis, the preparation is in accordance with the principles of the lesson plan, whose learning facilitates students to learn independently because in its activities students are divided into several small groups and discuss collectively in completing tasks given by the teacher.

The last lesson plan component is assessment. "The assessment includes the type / assessment technique, the form of the instrument and the scoring guidelines (Permendikbud No 22 Tahun 2016, 2016). Based on the analysis, the class V jurisprudence lesson plan only contains assessment types / techniques for cognitive and affective aspects, the form of the instrument without scoring guidelines included.

In principle, the preparation of the lesson plan begins with writing the identity of the subjects. Based on the results of the analysis, the class VI Jurisprudence learning implementation plan on subject identity includes the name of the school, subject, class / semester, subject matter, without time allocation. The second learning implementation plan curriculum component is Core Competencies (KI). Based on the analysis results, the KI contained in the learning implementation plan class VI is only KI-1, KI-2, and KI-3 only.

"The learning implementation plan is prepared by taking into account the linkages and integration, one of which is between KI and KD (Kementerian Pendidikan Dan Kebudayaan, 2019). Based on the results of the analysis, KD written only on the cognitive aspect. If it adheres to the preparation of the learning implementation plan, it is clearly not meet those principles, because the principle of emphasizing to each learning implementation plan must contain KD intact.

"The relationship between KI, KD, and Competency Achievement Indicators (GPA) must also be considered in preparing the learning implementation plan" (Permendikbud No 22 Tahun 2016, 2016). Unlike the lesson plans in the previous curriculum, in the curriculum 2013 the lesson plans must contain KI-1, KI-2, KI-3 and KI-4 with core activities that apply scientific methods/approaches that include steps to observe, ask questions, collect information, associate and communicate. Based on the results of the analysis, the GPA in the Class VI Jurisprudence learning implementation plan is only on the cognitive aspect and does not use the GPA symbol in general.

"The components of learning objectives are formulated by covering aspects of ADCD (Audience, Behavior, Condition, and Degree) (Kementerian Pendidikan Dan Kebudayaan, 2019). Based on the analysis, there are no C and D aspects in the learning objectives of the Class VI Jurisprudence learning implementation plan. The Aspect of Degree aims to show the level of achievement of students expected by educators.

The sub is sufficient for learning material. Based on the results of the analysis, the teaching material in the Jurisprudence learning implementation plan class VI in this

component is correct, namely writing the sub-material of the learning to be carried out, namely understanding, law, requirements, and pillars of lending and borrowing.

The learning method is a component that is also arranged in a lesson plan. The learning method chosen by the teacher is still not in accordance with the principles of learning implementation plan curriculum 2013. The teacher still uses the lecture method as the main method, while the principles of learning implementation plan curriculum 2013 emphasize that the learning process is designed with a student-centered.

Media or learning tools are one of the components that support the learning process. Based on the results of the analysis, the class VI Jurisprudence of learning implementation plan does not have a Learning Media component. The learning resource in the VI class of Jurisprudence of learning implementation plan is student worksheet (LKS) K13 MI Class VI Semester II. student worksheet (LKS) is the only learning resource written by the teacher in the lesson plan.

The activity steps compiled by the teacher are still not in accordance with the principles of the lesson plan, whose learning facilitates students to learn independently. Based on the results of the analysis, learning is still teacher-centered. Students are guided fully by explaining the parts of the material being studied. The assessment component is not included in the class VI Jurisprudence learning implementation plan. The point is that without lesson plans, the learning process will not run as it should, although many teachers can teach without lesson plans, but literally pedagogically, lesson plans are the life of a process to get quality learning outcomes.

2. The Implementing Learning Implementation Plan Curriculum 2013 in Jurisprudence Subjects

The implementation of Learning Implementation Plan Curriculum 2013 Jurisprudence Class V and VI by teachers at MI Nurul Qur'an Pagutan is still not fully in accordance with the principles and characteristics of the curriculum 2013. The principle of the curriculum 2013 is basically "from students being told to students finding out. This is based on the observations of researchers during the learning process. Activities that are focused on students (student-centered) have not been fully implemented. This is because the level of understanding of students is still low. Oemar Hamalik stated that one of the principles of curriculum implementation is that students are strived to learn, cooperate, and assess themselves as being prioritized, so that students can build their will, understanding, and knowledge (Wulandari et al., 2016).

The implementation process in the classroom for the KI, KD components, and the learning objectives are in accordance with the Learning Implementation Plan, that is, students can explain the meaning, timing of implementation, conditions for Hajj, compulsory Hajj, and also the pillars of Hajj. This is indicated by students after listening to the presentation from each group, then those who listen will be asked again by the teacher and students are able to answer questions from the teacher. This indicates that the learning objectives are implemented in the classroom.

The learning materials mentioned in the lesson plans were also completed all at one meeting, because each material was distributed to each group. This at least provides an advantage for students, namely students are trained to work collectively even though only in small groups. In addition, students can continue to develop their memory and understanding skills when asked again by the teacher.

The learning media used in the classroom is a sheet or paper containing sub-material to work on for each group.

The learning method as outlined in the lesson plan has been applied by the teacher when teaching. Although the main method is the soft card learning method, the lecture method is still used by teachers to make it easier for students to understand learning.

Learning resources used during the learning process are the Class V Islamic Education textbooks and worksheets. Students complete the assigned group assignments using the two book references.

Learning activities in the lesson plan are quite appropriate to their application in the classroom. Only in the allocation process is slightly different groups with what is written in the Learning Implementation Plan. In the Learning Implementation Plan mention that learners match held cards with friends so as to form a group, whereas in practice, the students are divided alphabetically by their names. For other activities, everything is in accordance with the contents of the learning implementation plan that has been prepared. For the assessment part, the teacher uses two cycles. Cycle I for assessment of affective aspects and cycle II for assessment of cognitive aspects.

The implementation process in the classroom for the KI, KD components, and the learning objectives are in accordance with the Learning Implementation Plan, that is, students can explain the meaning, law, conditions, pillars, how to replace loan items and borrower obligations. This is marked by a question and answer process between students and teachers. Students are able to answer questions given in simple words but right on the target.

The learning materials mentioned in the lesson plans were also completed all at one meeting, because the material was quite short and dense. The teacher's explanation uses language that is easily understood by students. Teachers often use local languages to facilitate students' understanding. Jurisprudence Learning Implementation Plan class VI does not have a learning media component. Likewise in its implementation. No learning media is used. The material on lending and borrowing is only explained by the lecture method without using any media.

The learning method written in the lesson plan is applied by the teacher when the learning process takes place. The main method used is the lecture method. The teacher explains the material about lending and borrowing in detail to students, provides simple examples so that it is easy to understand, and questions and answers occur several times during the learning process. The learning resource used during the learning process was student worksheets (LKS) Curriculum 2013 MI Class VI. Students use these worksheets to maximize their understanding, both in class and as a learning resource at home.

The learning activities in the lesson plan are quite appropriate to their application in the classroom, starting from the teacher guiding students to read on their respective worksheets, then the teacher explains, reflection is carried out, to daily test activities. All of these activities are carried out in accordance with the activities written in the Learning Implementation Plan.

3. Weaknesses in Implementing the Learning Implementation Plan Curriculum 2013 in Jurisprudence Subjects

Based on the results of interviews and analysis, the weakness felt by the Jurisprudence MI Nurul Qur'an teacher was the limited media that could be used to support the effectiveness of the learning process. Media can help students to digest learning more quickly.

Learning provided by the media also serves to facilitate students to learn independently. The madrasah still does not have a special LCD and laptop for learning activities.

The learning center system for students (student center) which is a characteristic of Curriculum 2013 also cannot be implemented optimally because the level of understanding of students is still low. This condition of students still requires full guidance from the teacher in the learning process.

4. Teacher Solutions Overcoming Weaknesses in Implementing the Learning Implementation Plan Curriculum 2013 in Jurisprudence Subjects

Student center when the learning process is still not fully implemented at MI Nurul Qur'an. Learning media that are not completely available become obstacles in implementing this Curriculum 2013. Media that are not yet available there are LCDs and laptops. Both of these media function as aids during the learning process, because the material about hajj procedures will be easier to understand when a video is played in front of students. However, the teacher gets around this by telling stories to students so that the unavailability of media can be quite resolved.

In addition, the things that become obstacles are the characteristics and level of understanding of students. The solution chosen by the teacher is to collectively assign assignments to students. Such a way is the teacher's choice to train students to realize that students are told to become students finding out. This method, as expressed by the teacher, aims to accelerate the process of understanding students who are still quite low.

D. CONCLUSION AND SUGGESTIONS

The preparation of Learning Implementation Plan Curriculum 2013 for the V and VI grade of the MI Nurul Qur'an Pagutan was not fully in accordance with the demands of the curriculum 2013 because there were still components of Learning Implementation Plan Curriculum 2013 that were not listed in the Learning Implementation Plan. The implementation of Learning Implementation Plan Curriculum 2013 in the Jurisprudence subject for grades V and VI at MI Nurul Qur'an Pagutan, there are still components that have not been Weaknesses in implementing Learning Implementation Plan Curriculum 2013 are inadequate learning media so that it becomes an obstacle to developing a balance between the development of spiritual and social attitudes, curiosity, creativity, cooperation with intellectual and psychomotor abilities as stated in KMA RI Letter Number 117 of 2014 concerning Implementation of the Curriculum 2013 in Madrasah. The level of understanding of students is still low so that the teacher trains the acceleration of understanding of students with a collective learning process.

Based on the research results obtained, the suggestions to be conveyed to the parties concerned are as follows: (1) The teacher is expected to understand the stages of preparing the Learning Implementation Plan Curriculum 2013 for Jurisprudence so that each component of the Learning Implementation Plan Curriculum 2013 for the Jurisprudence subject can be written completely in the prepared Learning Implementation Plan Curriculum 2013. Through understanding these stages, teachers can also adjust material with learning methods, material with the learning media used, and other adjustments; (2) Teachers are expected to understand and study the Learning Implementation Plan Curriculum 2013 in Jurisprudence that is arranged so that all planning in Learning Implementation Plan Curriculum 2013 can be implemented during the learning process; (3) The school is expected to provide media that can support

Jurisprudence learning activities such as LCDs and laptops; and (4) Students are expected to be more active and prepare themselves before the implementation of learning so that teaching and learning activities in the classroom become more effective.

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