THE INFLUENCE OF TEACHING MATERIALS DEVELOPMENT ON STUDENT UNDERSTANDING IN CLASS VII ISLAMIC RELIGIOUS EDUCATION SUBJECTS AT IT MIDDLE SCHOOL. AN-NAFIS TELUK MENGKUDU DISTRICT SERDANG BEDAGAI DISTRICT

Chairuddin Siregar[1], Irdian Ningsih[2]
Sekolah Tinggi Agama Islam Tebingtinggi Deli
Program Studi Pendidikan Agama Islam STAI Tebingtinggi Deli
Email: [1)]chairuddinsiregar01@gmail.com,[2)]irdianningsih@gmail.com

Abstract
This research uses a quantitative approach, where the symptoms are measured using numbers. The results of the research in this thesis, There is a significant positive relationship between the development of teaching materials on students' understanding of class VII Islamic Education subjects. This is evidenced by the results obtained, namely by using the product moment correlation formula, the correlation index value is obtained of 0.808 which ranges from 0.70 to 0.90, this means that there is a significant correlation between variable X and variable Y, namely a strong or high correlation. Then by examining the table of the value of "r" product moment, it turns out that with a df of 50 at the 5% significance level, the "r" table is 0.297, then at the 1% significance level the value is 0.361 . If we look at the number " Barriers to understanding students in class VII Islamic Education subjects are not entirely due to the development of teaching materials, but it is likely that these teaching materials have indeed become one of the factors that can affect the inhibition of student understanding. This is evidenced by 100% of the development of teaching materials in accordance with KI and KD. Barriers to understanding students in class VII Islamic Education subjects are not entirely due to the development of teaching materials, but it is likely that these teaching materials have indeed become one of the factors that can affect the inhibition of student understanding. This is evidenced by 100% of the development of teaching materials in accordance with KI and KD.

Keywords: *Teaching Material Development, Student Understanding*

1. INTRODUCTION

Education is the learning of knowledge, skills and habits of a group of people passed down from one generation to the next through teaching, training or research. Education often takes place under the guidance of others, but is also possible on a self-taught basis. Any experience that has a formative effect on the way people think, feel, or act can be considered educational. Education is generally divided into stages such as preschool, elementary school, high school, and then college, university or apprenticeship.[1] Education is the main aspect in human self-development and as a bridge to increase knowledge. In an increasingly modern era with various facilities that make it easy to access knowledge, education needs to be formulated to adapt to the demands of the times, so that it fits their needs.[2] The form and system of education offered affects the level of acceptance and understanding of students in the learning process. That current learning does not only focus on the moral aspect with a monotonous and boring system. But it is also

---

[1]Made Pidarta, Educational Stimulus Foundation of Indonesian Style Education (Jakarta: Rineka Cipta, 2007), h. 10.
[2]Abdul Hadith, Psychology in Education. (Yogyakarta: Diva 2006), p. 38-39.

THE INFLUENCE OF TEACHING MATERIALS DEVELOPMENT ON STUDENT UNDERSTANDING IN CLASS VII ISLAMIC RELIGIOUS EDUCATION SUBJECTS AT IT MIDDLE SCHOOL. AN-NAFIS TELUK MENGKUDU DISTRICT SERDANG BEDAGAI DISTRICT

Chairuddin Siregar, Irdian Ningsih

necessary to hone students' skills and understanding through the visual aspect so that they can think and imagine.[3]

The success or failure of education in a country is due to teachers. Teachers have a very important role in the development and progress of their students. From here the teacher is required to be able to carry out the task as well as possible. To be able to achieve the expected teaching objectives. Teachers must be good at choosing the right methods and media that suit the needs of students. So that students respond positively and enjoy the learning process. In general, the fundamental problem experienced by the world of education today is the weakness of the learning process as a result of the lack of mastery of teachers in the use of various strategies, learning methods, teaching materials and up-to-date learning resources.[4]Another inhibiting factor is also due to the lack of various forms of teaching materials used by teachers and students in teaching and learning activities (KBM), which generally still rely on one type of teaching material in the form of textbooks recommended by schools. Meanwhile there are many other types or forms of teaching materials that can be used as a guide and source of learning in (KBM), including printed, audio, visual, and multimedia materials.

Learners are required to be more active in learning, this becomes a separate influence for students, especially in terms of learning tools or resources, because learning resources are one component that can be used to increase student independence. Law No. 2 of 2003 concerning the National Education System, stated that national education functions to develop capabilities and shape dignified national character and civilization in order to educate the nation's life, the goal is to develop the potential of students to become human beings who believe and fear God The Almighty, has a noble character, is healthy, knowledgeable, capable of being creative, independent, and becomes a democratic and responsible citizen. To achieve this goal,[5] The development of teaching materials for Islamic religious education is expected to make learning Islamic religious education more practical, varied, creative, and can attract students to be active in participating in Islamic religious education learning both in groups and independently. It is hoped that the developed teaching materials can be used as an alternative reference in presenting Islamic religious education learning materials, which in turn can improve student learning outcomes so that they are effective in achieving the set learning objectives to be achieved.

Teachers should use teaching materials and develop them optimally as a source of material. Development is needed to solve problems or learning difficulties, for example, there are some Islamic Religious Education (PAI) materials which often make it difficult for students to understand or teachers find it difficult to explain. These difficulties occur because the material is abstract, complicated, foreign and so on. To overcome this difficulty it is necessary to develop appropriate teaching materials. If the learning material delivered is abstract, then the teaching material must be able to describe something abstract, for example by using photos, drawings, charts and others. Likewise, complex material must be explained in a simple way according to the level of students' thinking so that it becomes easy to understand. Realizing the achievement of competence, the teaching materials provided should be used by students in Integrated Islamic Junior High Schools (IT). AN-NAFIS Teluk Mengkudu District, Serdang Bedagai District Class VII to achieve the predetermined goals, and can increase student understanding. However, the use of learning resources around the teacher and students is not maximized, because the teacher still uses one learning resource, namely one type of teaching material in the form of a textbook so that the material received by students is only what is contained in the textbook. It should also be noted that in PAI learning it is not enough to just finish one book or transfer knowledge, but it is necessary to

---

[3]Jeanne Ellise Ormrod, Educational Psychology, (Jakarta: Erlangga, 2002) Volume I h. 270.

[4]Wina Sanjaya, Educational Process Standard Oriented Learning Strategy (Jakarta: Kencana, 2007), p.13.

[5]RI Law No. 20 of 2003 concerning the National Education System.

set an example and train the development of students' thinking in increasing students' faith and piety.

Islamic Religious Education is not only focused on the formation of intellectual abilities. With religious knowledge, one does not necessarily understand something that is meant in depth. In addition to knowledge, the development and understanding of religion in a person is also very important. Someone who has a religious understanding will carry out religious teachings with full sincerity solely to Allah SWT. Instilling religious teachings at a young age is very important, because at this young age there are many shocks or instability in religion. Sometimes they are diligent in worship, but at other times they are reluctant to carry it out. Therefore, they should be given religious guidance in order to make it a way of life for them. With the background above, researchers feel it is important and interested in researching the extent to which teachers and schools take actions in utilizing and developing available teaching materials, in which the researchers put it in the form of writing a thesis with the title "The Influence of Teaching Materials Development on Student Understanding in Subjects Islamic Religious Education (PAI) Class VII at SMP IT. AN-NAFIS Teluk Mengkudu District, Serdang Bedagai Regency."

2. LITERATURE REVIEW
2.1.Development of Teaching Materials

In the Big Indonesian Dictionary, the word development is etymologically meaning the process or method, the act of developing.[6]In terminology, the word development refers to an activity to produce a new tool or method, during which activities evaluation and improvement of the tool or method are continuously carried out.[7]Furthermore, according to Wijaya there are six types of functions in the development of learning resources, namely:

a. Research and Theory Functions

The purpose of the research and theory functions is to generate and test knowledge related to learning resources, learners, and task functions. This goal can be achieved by planning research, conducting research, reviewing research literature, and putting information into practice in learning.

b. Design Function

The purpose of the design function is to outline the theory of educational technology along with the contents of the subjects into specifications for use as learning resources. Design here is not the same as development (development). Development is considered larger and broader including the design function, production function, and evaluation function.

c. Production and Placement Functions

The purpose of this function is to describe sources specifically into concrete sources. The output of the production and placement functions are concrete products in the form of prototypes or product materials for learning resources.

d. Evaluation and Selection Functions

The purpose of this function is to determine or assess acceptance (or some kind of criterion) of learning resources by other functions. This can be done by practical and objective experimental methods.

e. Organizational Functions and Services

---

[6]The Language Center Dictionary Compilation Team, Big Indonesian Dictionary (Jakarta: Balai Pustaka, 2007), h. 538.

[7]Hendayat Sutopo and Westy Soemanto, Curriculum Guidance and Development as the Substance of Educational Administration Problems (Jakarta: Bumi Aksara, 1993), h. 45.

THE INFLUENCE OF TEACHING MATERIALS DEVELOPMENT ON STUDENT UNDERSTANDING IN CLASS VII ISLAMIC RELIGIOUS EDUCATION SUBJECTS AT IT MIDDLE SCHOOL. AN-NAFIS TELUK MENGKUDU DISTRICT SERDANG BEDAGAI DISTRICT

Chairuddin Siregar, Irdian Ningsih

The purpose of this function is to create or make sources and information easily available for the use of other functions and services for students. Production (output) of this function may be a catalog system in the library, distribution system, operating system, and so on.[8]

2.2.Definition of Student Understanding

Etymologically, the word understanding comes from the word understand which means to understand correctly or understand correctly.[9]Meanwhile, in terms of terminology, educational experts provide definitions of understanding, including:

a. Elizabeth B. Hurcock in her book Child Development, that understanding is "the ability to grasp attitudes, meaning or information about something and have a clear or complete picture of it.[10]

b. According to Anas Sudjiono, understanding is "a person's ability to understand something after something is known and remembered. In other words, understanding is knowing about something and being able to see it from various angles. Comprehension is a higher level of thinking ability than memory and memorization.[11]

c. According to Daryanto in his book Educational Evaluation, understanding abilities can be divided into three, namely:

1) Translate (translation), which is not just transferring meaning from one language into another language. It can also be from an abstract conception to a model, namely a symbolic model to make it easier for people to learn it.

2) Interpreting (interpretation), namely, the ability to know and understand.

3) Extrapolating that is, higher in nature than translating and interpreting, it fulfills a higher intellectual faculty.[12]

In Islamic teachings, there are many concepts and principles, namely Muslim, believer, piety, creed, zakat, fasting, pilgrimage, requirements, pillars, are some of the many concepts referred to.[13]The concepts in Islamic teachings are not important from the point of view of the knowledge system, but are also important from the point of view of the experience system. A correct understanding of the concept can help correct the practice of Islamic teachings. From the various opinions above, the researcher understands that the indicators of understanding are basically the same, that is, by understanding something means one can explain, defend, practice, differentiate, conjecture, explain, interpret, estimate, determine, expand, conclude, analyze, give examples, write down. return, classify, and summarize. This indicator shows that understanding has a broader or deeper meaning than knowledge.

2.3. Islamic Religious Education

Islamic Religious Education is an effort to provide Islamic religious guidance or Islamic teachings and values so that they become one's way of life (views and attitudes to life).[14]There are two things that form the basis of Islamic religious education, namely:

a. Religious basis

O you who believe, if it is said to you: "Make room in the majlis", then make room for it, Allah will make room for you. And if it is said: "Stand up", then stand up, Allah will exalt those

---

[8]Abdul Majid, Learning Planning Developing Teacher Competency Standards (Bandung: PT. Remaja Rosdakarya, 2005), p. 171-173.

[9]Peter Salim, Popular Indonesian Dictionary (Jakarta: Balai Pustaka, 2018), Cet.6, h. 1075.

[10]Elizabeth B. Hurcock, Child Development (Jakarta: Erlangga, 2012) Cet. 5, p. 38.

[11]Anas Sudijono, Introduction to Educational Evaluation (Jakarta: PT. Raja Grafindo Persada, 2016), Cet. 7, p. 50.

[12]Daryanto, Educational Evaluation (Jakarta: Rineka Cipta, 2010), Cet. 6, h. 106.

[13]Ibid., h. 116.

[14]Muhaimin, Islamic Religious Education Curriculum Development (Jakarta: PT. Raja Grafindo Persada, 2015), h. 7.

who believe among you and those who are given knowledge by degrees. And Allah is Aware of what you do. (QS. Al-Mujaadilah: 11).[15]

In Surah Al-Mujadallah verse 11 it is contained that every believer is obliged by law to seek knowledge, both knowledge of the hereafter and the world. In seeking knowledge, it should also make it easy for others to seek knowledge like us too, because Allah will also make it easy for us both in this world and in the hereafter for those who make it easy for their brothers and sisters in trouble. People who believe and are knowledgeable, differ in degree from those who only believe or are only knowledgeable.

3. RESEARCH METHOD

The type of research used in this research is quantitative research. Quantitative research methods, as stated by Sugiyono that research methods based on the philosophy of positivism, are used to examine certain populations or samples, data collection uses research instruments, data analysis is quantitative/statistical in nature, with the aim of testing established hypotheses.[16] This type of research can also be referred to as field research, namely direct observation of the object under study, in order to obtain relevant data. This research is a type of qualitative research, in which the symptoms to be studied are measured using numbers. The research location is the place where the research will be conducted. The research location is expected to be able to provide the information needed by a researcher in the research being appointed. The place of this research is located in SMP IT. AN-NAFIS Teluk Mengkudu District, Serdang Bedagai Regency.

Data collection techniques are very influential in a study, because selecting the right data collection techniques will result in relevant and accurate data being obtained. Data collection techniques used in this study are:

1. Questionnaire (Questionnaire). Questionnaires are data collection instruments that are carried out by giving a set of questions or written questions to respondents, with the hope that they will respond to these questions. Questionnaires are efficient data collection instruments when the researcher knows exactly the variables to be measured and knows what is expected of the respondent. In addition, the questionnaire is also suitable for use if the number of respondents is large enough. The distribution of questionnaires or questionnaires is given to a predetermined sample that is randomly selected (random sampling).

2. Observation. Observation is a research method in which researchers make direct observations on research objects. Observation is a complex process, a process composed of various biological and psychological processes. Instruments for collecting data by observation are used when researchers are concerned with human behavior, work processes, natural phenomena and when the observed respondents are not too large.

4. RESULTS AND DISCUSSION

From the calculation above it turns out that the correlation number between variable X and variable Y is positive, this is by taking into account the magnitude of the rxy obtained, which is equal to 0.808. This means that there is a positive correlation between the influence of the development of teaching materials on students' understanding of Islamic education class VII in IT Middle School. AN-NAFIS Teluk Mengkudu District. To provide an interpretation of rxy can be reached in two ways, namely:

---

[15]Ministry of Religion of the Republic of Indonesia, Al Qur'an..., h. 543.
[16]Sugiyono, Quantitative, Qualitative and R&D Research Methods, (Bandung: Afabeta, 2011). h. 12

THE INFLUENCE OF TEACHING MATERIALS DEVELOPMENT ON STUDENT UNDERSTANDING IN CLASS VII ISLAMIC RELIGIOUS EDUCATION SUBJECTS AT IT MIDDLE SCHOOL. AN-NAFIS TELUK MENGKUDU DISTRICT SERDANG BEDAGAI DISTRICT

Chairuddin Siregar, Irdian Ningsih

1.   Gives a Simple Interpretation

If the results are interpreted roughly or simply by matching the calculation results with the correlation index number "r" product moment. It turns out that the magnitude of rxy (0.808) which ranges from 0.70 to 0.90 means that there is a positive correlation between variables X and Y that has a strong or high correlation.

2.   Provide an interpretation of rxy by consulting the value of "r" product moment by re-stating the research hypothesis, namely:

a.Null hypothesis, abbreviated (Ho)

Ho   :   There is no significant positive relationship between the effect of developing teaching materials on students' understanding of class VII PAI subjects.

b.   Working hypothesis or called the alternative hypothesis (Ha).

Ha   :   There is a significant positive relationship between the effect of developing teaching materials on students' understanding of class VII PAI subjects. Testing the correctness of the hypothesis that has been formulated by comparing the magnitude of the "r" product moment with "r" listed in table "r" at the 5% and 1% significance level but first looking for the degrees of freedom (db) or degrees of freedom (df)) by using the formula:

$$Df = N - nr$$

Information:

Df :   *Degrees of freedom*
N :*Number of cases*
nr :The number of variables that are correlated
Df $= N - nr$
$= 55 - 2$
$= 53$

By examining the product moment "r" value table, it turns out that df 53 is not in the table, so we use df 50, then with a df of 50 we get an "r" table value at a significant level of 5% of 0.297, while at a significant level of 1% we obtain a value "r" table of 0.361. It turns out that rxy (magnitude = 0.808) is much larger than the "r" table (which magnitude is 0.297 and 0.361). Because rxy is greater than the "r" table, thus the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected, because there is a significant positive relationship between the effect of developing teaching materials on students' understanding of class VII PAI subjects. This means that the more teachers develop teaching materials, the more positive it will have an impact on students' understanding of class VII PAI subjects at SMP IT. From these calculations, KD is 65.28%, it can be seen that the development of teaching materials affects students' understanding of class VII PAI subjects by 65.28%, which means that the development of teaching materials has a fairly strong influence on students' understanding of class VII PAI subjects. In addition, from the manual calculation narrative that the researcher did, namely from the data listed in the value table above.

5. CONCLUSION AND SUGGESTION
5.1. CONCLUSION

From the results of the research that the researchers have done, namely the effect of the development of teaching materials on students' understanding of Islamic education subjects in class VII, SMP IT. AN-NAFIS Teluk Mengkudu District, Serdang Bedagai Regency, finally the researcher can conclude that:

1. There is a significant positive relationship between the development of teaching materials on students' understanding of class VII PAI subjects. This is evidenced from the results

obtained by using the product moment correlation formula, a correlation index number of 0.808 is obtained which ranges from 0.70 to 0.90, this means that there is a significant correlation between variable X and variable Y, namely a strong or high correlation .

2. Then by examining the table of "r" product moment values, it turns out that with a df of 50 at a significant level of 5%, an "r" table of 0.297 is obtained, then at a significant level of 1%, a number of 0.361 is obtained. If you look at the "r" table, rxy is much larger than the "r" table, at a significant level of 5% (0.808 > 0.297) or at a significant level of 1% (0.808 > 0.361). Thus the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected, because there is a significant positive relationship between the development of teaching materials on students' understanding of PAI class VII SMP IT subjects. AN-NAFIS Teluk Mengkudu District, Serdang Bedagai Regency. This means that the more teaching materials that are developed, the more positive it will have an impact on students' understanding of Islamic education subjects in class VII, SMP IT. AN-NAFIS Teluk Mengkudu District, Serdang Bedagai Regency.

3. Some of the creative development of teaching materials has an influence on students' understanding of class VII PAI subjects. This can be seen from the results of the calculation of the contribution (donation) of the development of teaching materials to students' understanding of class VII PAI subjects, namely 65.28%.

4. Obstacles to students' understanding of Islamic education class VII are not entirely due to the development of teaching materials, but it is likely that these teaching materials have indeed become one of the factors that can affect students' understanding delays. This is evidenced by 100% development of teaching materials in accordance with KI and KD.

5.2.SUGGESTION

As the researchers stated at the beginning of the study, this study aims to find out how the influence of the development of teaching materials on students' understanding of class VII PAI subjects, and to find out how much influence the development of teaching materials has on students' understanding of class VII PAI subjects. Based on the results of this study, the researcher proposes suggestions, as follows:

1. By proving that the development of teaching materials has a positive influence on students' understanding of class VII PAI subjects, it means that the development of teaching materials must increasingly receive more attention from all parties.

2. To PAI teachers to pay more attention to students who still don't understand the material. In addition, for PAI teachers and other subject teachers to be creative in developing teaching materials.

3. To the school to always provide direction and guidance in the form of outreach to teachers about the effect of developing teaching materials, both the level of ease and even more so the level of difficulty. This is one way to minimize students who do not understand PAI subjects.

4. To parents to always support the school and pay attention to their children at home. With attention, children will feel happy in learning. In addition, accompanying children when studying at home is also very important in order to create a harmonious relationship.

5. For all students to be wiser in responding to the development of teaching materials in order to realize an understanding of subject matter, especially PAI.

THE INFLUENCE OF TEACHING MATERIALS DEVELOPMENT ON STUDENT UNDERSTANDING IN CLASS VII ISLAMIC RELIGIOUS EDUCATION SUBJECTS AT IT MIDDLE SCHOOL. AN-NAFIS TELUK MENGKUDU DISTRICT SERDANG BEDAGAI DISTRICT

Chairuddin Siregar, Irdian Ningsih

REFERENCES

Al-Ahmad, Muhammad bin Ibrahim, Bad Characters. Cet 1 (Bogor: Darul Ilmi Library, 2007)

Aminuddin, et al, Building Character and Personality through Islamic Religious Education (Yogyakarta: Graha Ilmu, 2016)

Amri, Sofan and Ahmadi, Iif Khoiru, Learning Development Construction: Its Influence on Curriculum Mechanisms and Practices (Jakarta: PT. Prestasi Pustakaraya, 2010)

An-Nawawi, Al-Imam, al-Majmu' fi Syarhil Muhazdab (Beirut: Dar al Fikr, 1420 H/2010 AD)

Arikunto, Suharsimi, Research Procedures A Practical Approach (Jakarta: PT Rineka Cipta, 2012, Cet. XII)

Azwar, Saifuddin, Research Methods (Yogyakarta: Student Library, 2010)

Craig, Jeanne Anne, It's Not How Smart You Are but How Smart You Are, Trans. Arvin Saputra (Batam: Interaksara, 2004)

Daryanto, Educational Evaluation (Jakarta: Rineka Cipta, 2010), Cet. 6

_____,and Aris, Development of Learning Devices (Yogyakarta: Gava Media, 2012)

Ministry of Religion of the Republic of Indonesia, Al-Qur'an and Its Translation (Medinah Muanawwarah: Mujamma' Khadim al-Haramani al-Syarifain al-Malik Fahd li Thiba'at Mushhaf al-Syarif, 1421 H)

Djamarah, Teachers and Students in Educative Interaction (Jakarta: Rieneka Cipta, 2015)

Goleman, Daniel, Working With Emotional Intelligence, trans. Alex Tri Kantjono Widodo (Jakarta: PT. Gramedia Pustaka Utama, 2005

Hadi, Sutrisno, Research Methodology for Research Papers, Thesis, Theses and Dissertations (Yogyakarta: Faculty of Psychology UGM Publishing Foundation, 2016)

Hamdani, Teaching and Learning Strategies (Bandung: Faithful Pustaka, 2011)

Hamalik, Oemar, Teaching Planning Based on a Systems Approach (Jakarta: Bumiaksara, 2012)

Hayati, Mardia, Learning Design: Character Based (Pekanbaru: Al-Mujtahadah Press, 2012)

Hurcock, Elizabeth B., Child Development (Jakarta: Erlangga, 2012) Cet. 5

Komalasari, Kokom, Contextual Learning Concepts and Applications (Bandung: PT.Refika Aditama, 2010)

Majid, Abdul and Andrayani, Dian, Competency-Based Islamic Religious Education (Bandung: Remaja Rosda Karya., 2014)

_____, Learning Planning (Bandung: PT Remaja Rosdakarya, 2018)

_____, Learning Planning Developing Teacher Competency Standards (Bandung: PT. Remaja Rosdakarya, 2015)

Marzuki, Research Methodology (Yogyakarta: Faculty of Economics UII, 2013)

Muhaimin, Islamic Religious Education Curriculum Development (Jakarta: PT. Raja Grafindo Persada, 2015)

Mujib, Abdul, Psychological Nuances (Jakarta: Raja Grafindo Persada, 2002)

Mulyasa, Competency Standards and Teacher Certification (Bandung: PT Remaja Rosdakarya, 2012)

Narbuka, Cholid and Ahmad, Abu, Research Methodology (Jakarta: Bumi Aksara, 2012, Cet. VIII)

Noviarni, Mathematics Learning Planning (Pekanbaru: Fort Media, 2014)

Regulation of the Minister of National Education of the Republic of Indonesia No. 2 of 2008 Article 1 (3) About Books

Pidarta, Made, Educational Stimulus Foundation of Indonesian Style Education (Jakarta: Rineka Cipta, 2010)

Rofiah, Siti, The Influence of Emotional Intelligence (EI) on Students' Morals at Madrasah Aliyah Negeri (MAN) Malang 1 Tlogomas, Unpublished thesis (Malang: Faculty of Tarbiyah UIN MALANG, 2010)

Rohani, Ahmad, Educational Instructional Media (Jakarta: PT.Rineka Cipta 2017)

Salim, Peter, Popular Indonesian Dictionary (Jakarta: Balai Pustaka, 2018), Cet.6

Shapiro, Lawrence E., Teaching Emotional Intelligence in Children, trans. Alex Tri Kantjono Widodo (Jakarta: Gramedia Pustaka Utama, 1997.

Tebing Tinggi Deli Islamic High School. 2018. Thesis Writing Guidelines.

Sitepu, BP, Textbook Writing (Bandung: PT. Remaja Rosdakarya, 2012)

Slameto, Learning and the Factors Influencing It (Jakarta: Rineka Cipta, 2013)

Sudjiono, Anas, Introduction to Educational Evaluation (Jakarta: Raja Grafindo Persada, 2011)

_____, Introduction to Educational Evaluation (Jakarta: PT. Raja Grafindo Persada, 2016), Cet. 7

_____, Introduction to Education Statistics (Jakarta: RajaGrafindoPersada, 2013)

Sukmadinata, Nana Syaodih, Educational Research Methods (Bandung: PT. RemajaRosdakarta, 2012, Cet. V)

Sugiono, Educational Research Methods (Bandung: Alfabeta, 2010)

_____, Statistics for Research (Bandung: Alfabeta, 2011)

Suryabrata, Sumadi, Research Methodology (Jakarta, PT. RajaGrafindo Persada, 2010, Cet. X)

Sutopo, Hendayat and Soemanto, Westy, Curriculum Guidance and Development as the Substance of Educational Administration Problems (Jakarta: Bumi Aksara, 2013)

Tanzeh, Suyitno Ahmad, Fundamentals of Research (Surabaya: eLKAF, 2016)

Tasmara, Toto, Spiritual Intelligence (Transcendental Intelligence) (Jakarta: Gema Insani, 2001)

MKDP Curriculum and Learning Development Team, Learning Components (Jakarta: PT Rajagrafindo Persada, 2013)

The Language Center Dictionary Compilation Team, Big Indonesian Dictionary (Jakarta: Balai Pustaka, 2017)

Law of the Republic of Indonesia Number 18 of 2002

Wasito, Herman, Introduction to Research Methodology (Jakarta: PT. Gramedia Pustaka Utama, 2012)