

THE EFFECTIVENESS OF CONTEXTUAL INQUIRY METHOD AND INDEPENDENT CURRICULUM LEARNING MEDIA IN LEARNING ISLAMIC RELIGIOUS EDUCATION AND ETHICS CLASS VII IN PUBLIC JUNIOR HIGH SCHOOL 4 KENDARI

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Abstract: The purpose of this study discuss the Effectiveness of the Contextual Inquiry Method and Independent Curriculum Learning Media in Learning Islamic Religious Education and Ethics Class VII at SMP Negeri 4 Kendari to analyze several things, namely: The application of the Independent Curriculum Learning Media, Effectiveness of the Contextual Inquiry Method in Learning Islamic Religious Education and Budi Pekerti, Finding what factors are an obstacle to the use of the Contextual Inquiry Method and the Independent Curriculum Learning Media in Learning Islamic Religious Education and Budi Pekerti Class VII at SMP Negeri 4 Kendari. This research is a qualitative descriptive research. The researcher used three data collection methods: interview, observation, and documentation. While analyzing the data, the researcher uses a method that includes three steps: data reduction, data presentation, and data verification.

Keywords: Learning Media, Contextual Inquiry Methods, Islamic Education

INTRODUCTION

One of the fundamental things that can influence the quality of education can be seen through how the implementation is determined by how the material presented can be absorbed and applied in daily life and is beneficial for the lives of oneself, family, community, nation, and state. Currently, the reality is that the learning strategies applied generally use conventional learning which places more emphasis on the goals to be achieved from the teaching and learning process rather than the stages or content of the learning process itself. In the end, the learning method used was only lectures. Students are forced to receive material and memorize it. Contextual learning (Contextual Teaching and Learning) is a learning and teaching approach that links the material taught and students' real-world situations to encourage students to make connections between the knowledge they have and its application in their lives as individuals, family members, communities, and nations. Therefore, education is a cultural process that elevates human dignity throughout life. Thus, education plays a very important role in determining human existence and development.

In QS. Al-Maidah/5:67 explained:

﴿يَا أَيُّهَا الرَّسُولُ بَلِّغْ مَا أُنزِلَ إِلَيْكَ مِنْ رَبِّكَ وَإِنْ لَمْ تَفْعَلْ فَمَا بَلَّغْتَ رِسَالَتَهُ وَاللَّهُ يَهْدِي الْقَوْمَ الْكَافِرِينَ ٦٧﴾

Means:

“O Messenger, convey what your Lord has revealed to you. If you do not do (what is commanded), it means you are not conveying His message. Allah protects you from human (interference.) Indeed, Allah does not guide people who disbelieve.”

The concept of learning using the contextual inquiry method is learning scientifically by working and experiencing what is learned for yourself rather than just knowing it. The contextual inquiry method is also defined as a learning concept that helps teachers relate lessons to students' real-world situations. In contextual learning, the teacher's job is to help students discover new knowledge and skills through their learning, not what the teacher says. According to this fact, the author is interested in conducting research entitled "Effectiveness of the Contextual Inquiry Method and Independent Curriculum Learning Media in Learning Islamic Education and Character Class VII at SMP 4 Kendari"

RESEARCH METHOD

This research uses a qualitative descriptive approach. Denzin and Lincoln said that qualitative research means research that utilizes the surrounding circumstances to interpret the reality that occurs and is carried out using a variety of methods. Qualitative research usually involves interviews, observations, and the use of documents. Research with a qualitative approach describes events according to the original conditions of the field. In this qualitative research,

researchers interact directly with the subject so that they can understand the research directly and precisely.

This research uses descriptive qualitative research, researchers see directly the situation in the field and bring informants to provide natural information about the state of the field without interference from any party. The researcher made observations about the field situation of curriculum management arrangements. This research was conducted face-to-face with informants, researchers met and talked directly with informants who had been determined including the head of the madrasa, the head of the curriculum, Islamic Education teacher, and students.

DISCUSSION

1. Implementation of Independent Curriculum Learning Media for Class VII at SMP Negeri 4 Kendari

Learning media is closely related to the learning process where learning media can help teachers convey the content of the material. We can see that media in the learning process is an intermediary or introduction to the source of the message with the recipient of the message, stimulating thoughts, feelings of attention, and willingness so that they are encouraged and involved in learning. The learning process is also a communication process, so the media used in learning is called learning media.

Learning media comes from the Latin word "medium" which means intermediary. In Arabic, media

comes from the word "Wasaaila" which means delivering a message by sending it to the recipient of the message. We can also find the basis for using learning media in the teaching and learning process in the Koran. The word of Allah SWT in surah al-Naḥl verse 44, namely:

بِالْبَيِّنَاتِ وَالزُّبُرِ وَأَنْزَلْنَا إِلَيْكَ الذِّكْرَ لِتُبَيِّنَ لِلنَّاسِ مَا نُزِّلَ إِلَيْهِمْ وَلَعَلَّهُمْ
يَتَفَكَّرُونَ

Means:

(We sent them) with (bringing) clear proofs (miracles) and books. We have sent down the az-Zikr (Al-Qur'an) to you so that you can explain to people what has been revealed to them and so that they think about it. (QS. al-Naḥl verse 44)

From the results of observations, interviews and documentation carried out at SMP Negeri 4 Kendari, the implementation of the Class VII Independent Curriculum Learning Media at SMP Negeri 4 Kendari has been carried out well even though there are several problems. However, schools and educators, especially teachers of Islamic Religious Education and Character Education, have tried to implement the Class VII Independent Curriculum Learning Media as well as possible following the objectives to be achieved. As revealed by several data sources regarding the application of Learning Media, according to the Principal of SMP Negeri 4 Kendari, Mr. Madina, S.Pd., M.Pd, that learning media is:

“Tools or facilities used in the educational process to help convey information and facilitate student learning” Learning media can take various forms, be it physical objects, such as books, teaching aids, or models, or digital media, such as videos, animations, multimedia presentations, or interactive applications.”

Learning media is a tool that teachers need to implement the teaching and learning process in the classroom. A teacher is expected to be able to utilize learning media that can facilitate students in their learning. As stated by the Principal of SMP Negeri 4 Kendari, teachers should be able to utilize learning media such as books, teaching aids, or models, as well as digital media, such as videos, animations, multimedia presentations, or interactive applications. Creating active learning so that the learning objectives are achieved well.

In supporting the achievement of good learning objectives, teachers should be able to apply learning media so that students can easily understand the values of learning, especially Islamic Religious Education and Character Education, from the results of interviews conducted by Mrs. Drs Siti Naila and Mr. M. Munfarid, S .Pd.I., M, Pd as Teacher of Islamic Religious Education and Character Subjects at SMP Negeri 4 Kendari, Mrs. Drs. Siti Naila said that:

"The application of learning media collaborates with learning according to the theme that will be taught, taking

advantage of the surrounding environment so that students do not feel bored in learning."

Learning media has a role in the learning process as explained by Mrs. Drs. Siti Naila, Messages and information are conveyed more clearly and can facilitate, and improve student learning processes and outcomes, increase and direct student attention so that students become more motivated in learning, students interact with their environment and students learn independently according to their abilities and interest in learning, Overcoming the limitations of the senses, space and time, such as learning Islamic Religious Education about "CHAPTER 6" which is difficult to reason about and imagine in its process and structure. This incident can be overcome by using media such as videos, pictures, films, and so on. Providing students with similar experiences regarding events in their environment.

The application of Independent Curriculum Learning Media in Class VII Islamic Religious Education and Character Learning at SMP Negeri 4 Kendari can be seen from the use of media in the three stages of the teaching and learning process carried out by teachers. The first stage in internal opening was seen in observations with Mrs. Drs. Siti Naila, that teachers utilize learning media by doing Ice Breaking. This is a strategy implemented by teachers in order to attract students' attention. Likewise, observations with Mr. M. Munfarid, S.Pd.I., M.Pd. Utilizing learning media in the first

stage of opening to reflect on the learning from previous meetings.

The use of learning media carried out by the two PAI teachers in this first stage is a form of each teacher's strategy in maximizing an active and collaborative teaching and learning process between teachers and students so that at the beginning of the process it gives the impression to students that Islamic Religious Education and Character Education are not boring.

The second stage is the core of the activity, in an interview with Mr. M. Munfarid, S.Pd., M.Pd. using learning media in presenting learning material by displaying important points of learning themes, for example, themes of introspection and self-introspection. The teacher explains the topics, objectives, and learning outcomes that students are expected to achieve, explains the main activities carried out by students to achieve the goals, and explains the importance of topics and learning activities. Likewise, Mrs. Drs. Siti Naila utilizes media at the core stage to maximize the presentation of the material by displaying the core points of the learning theme and also makes it easier for students to understand the material, as proven by the students' activeness in asking questions, refuting students' questions, and a debate process between fellow students in the class. This proves that students' understanding of the material presented at that time by utilizing good learning media is achieved.

The third stage is closing, at this stage there is a reflection process carried out by the teacher in the form of

presenting an evaluation of the learning outcomes. The teacher uses learning media by explaining several questions or assignments that students will work on. This activity is to measure how well students understand the material they are studying, the presentation of the results of group work is a form of reflection carried out by Islamic Religious Education and Character teachers to determine the development of students' attitudes. It can be seen that in the independent curriculum assessment, there are two items, summative assessment, namely attitude assessment and formative assessment, which is valuable as a daily test. Mr. M.Munfarid, S.Pd.I., M.Pd utilizes learning media at this stage by explaining the assignments they will do at home so that students no longer feel confused when doing their homework.

2. The Effectiveness of the Contextual Inquiry Method in Learning Islamic Religious Education and Character

The Inquiry learning method is a series of learning activities that emphasize the process of thinking critically and analytically to search for and find answers to a problem in question. The thinking process itself is usually carried out through question and answer between the teacher and students. This learning method is often also called the heuristic method, which comes from the Greek, namely *heuriskin* which means I find. In the Qur'an Surah Al-An'am verses 75-80 it is explained that:

وَكَذَلِكَ نُرِي إِبْرَاهِيمَ مَلَكُوتَ السَّمَاوَاتِ وَالْأَرْضِ وَلِيَكُونَ مِنَ الْمُوقِنِينَ
فَلَمَّا جَنَّ عَلَيْهِ اللَّيْلُ رَأَى كَوْكَبًا..... أَفَلَا تَتَذَكَّرُونَ

Means:

Thus We showed Abraham (Our power) in the heavens and the earth and so that he would be among those who believe..... Can't you learn a lesson?"

In Surah Al-An'am, Prophet Ibrahim explains and shows the signs of the majesty and oneness of Allah SWT in the creation of the heavens and the earth through the observations/contemplations he made in the process of achieving perfect awareness of monotheism in Allah SWT.

Allah SWT asks humans to look, pay attention, and observe His creation around them to understand the nature of Allah's truth and majesty. This means that humans must learn, of course, using various specific methods. Many verses encourage people to study, even though the words are different, they all have the same meaning. Such as "Afala Ta'kilun" do you not think, "afala Yanzdhurun" do they not see, "afala Yatadabbarun" do they not reflect, and there are many more expressions that Allah uses so that humans learn everything good regarding problems in the world and the hereafter.

The research reviewer formulated the basis for the research results as for the method commonly used by teachers in learning, namely the Inquiry method. Inquiry method according to the principal of SMP Negeri 4 Kendari.

"The inquiry method is a method that focuses on developing students so they can think critically. The teacher acts as a facilitator, resource person, and group instructor. Students are encouraged to seek knowledge themselves, not given knowledge."

The inquiry method always seeks to get students involved in the problems discussed. Students are programmed to always be active, both mentally and physically. The material presented by the teacher is not simply told or accepted by students. Meanwhile, according to Mrs. Drs. Siti Naila in an interview with researchers said that the contextual inquiry method is:

"a way of presenting lessons by allowing students to find information with or without the teacher's help. The Inquiry Method allows students to find for themselves the information needed to achieve their learning goals because the Inquiry Method involves students in mental processes for discovering a concept based on the information provided by the teacher."

In implementing contextual inquiry method learning as conveyed by Mrs. Drs. Siti Naila, teachers give freedom to students to be able to find their own knowledge concepts from the results of critical thinking, in this learning students are more active in interacting between students and teachers. The use of learning methods in learning management aims to determine the level of student understanding, whether students are able to answer the teacher, and continue the

material in accordance with basic learning competencies and indicators, the aim of learning is for students to focus on the material, when teaching the teacher must always be friendly so that students do not look tense, depressed, then Therefore, in classroom management, teachers must be clever in choosing learning methods that are relaxed but students respond positively. This is in accordance with what Mr. M.Munfarid, S.Pd.I., M.Pd said, that the contextual inquiry method is a teaching and learning process that emphasizes critical and analytical thinking to search for and find the answer to a problem in question.

“A teaching and learning process that emphasizes critical and analytical thinking to seek and find answers to a problem in question. The thinking process itself is usually carried out through question and answer between the teacher and students. In inquiry learning, the teacher rarely explains, but he asks a lot of questions. With appropriate questions, teachers can help students discover for themselves the concepts or principles that the teacher plans for them to have. With questions, teachers can help students realize which direction they should think. Teachers can ask appropriate questions to each student in such a way that they are better able to organize their opinions and can further improve their understanding of everything that is being discussed:”

The teaching and learning process expected by Islamic Religious Education and Character teachers as an activity of transferring learning values, students' ability to analyze to find problems and find their own answers from the critical thinking process is a form of student activity in the

teaching and learning process. With the ultimate goal of developing attitudes and mentality in living life and students being able to apply the values that have been produced in their daily lives.

(CTL) allows students to connect the content of academic subjects with the context of everyday life to find meaning. CTL expands students' personal context further by providing fresh experiences that will stimulate the brain to make new connections to find new meaning. The CTL system is an educational process that aims to help students see meaning in the academic material they study by connecting academic subjects with everyday life, namely the context of personal, social and cultural life.

Contextual learning components include: (1) Establishing meaningful relationships (making meaningful connections); (2) doing meaningful work (doing significant work); (3) carrying out a self-regulated learning process; (4) holding collaboration (collaborating); (5) think critically and creatively (critical and creative thinking); (6) providing services individually (nurturing the individual); (7) strive to achieve high standards (reaching high standards); and (8) using authentic assessment.

The application of contextual Inquiry aims to train students' abilities in researching, explaining phenomena and solving problems scientifically. The aim of the inquiry method is for students to be stimulated by the task, and to be creative in finding and researching solutions to problems themselves, looking for sources of information, and they learn together in groups. In the inquiry process, the teacher in this case only

acts as a facilitator, resource person, and group instructor. Students are encouraged to seek knowledge on their own, not to be stuffed with knowledge. According to Mrs. Drs. Siti Naila, in the learning process using the Contextual Inquiry Method can follow the steps as stated in the Islamic Religious Education and Character Education teacher teaching module:

"In the learning module I usually follow the stages of inquiry learning as follows: 1). Identify the main problem or material regarding the meaning of belief in angels and its relationship to life activities. 2). Formulate hypotheses or questions related to the material being studied. 3). Collect data about the meaning of belief in angels and its relationship with life activities. 4). Analyze and interpret data. 5). Conclude.

Apart from that, in inquiry learning it is highly expected that there will be discussions. In discussions, it is hoped that there will be interaction between students, and teachers and especially optimal interaction between students. During discussions, the teacher can direct students' mental activities according to what has been planned. Students are more involved so they don't just listen to information or lectures from the teacher, but also get the opportunity to deal with the problems presented in the discussion. According to Mr. M.Munfarid, S.Pd.I., M.Pd responded about how to apply the Contextual Inquiry Method:

"In the learning process, interaction between students and teachers can be built through discussions and

questions and answers which creates a more effective learning environment. Thus, in applying the contextual inquiry method that I use, it is like 1). Starting from a problem in the environment. 2). The teacher provides several examples of problems to encourage students to answer or provide solutions to the problem. 3). Students provide several temporary answers based on the results of their thinking. 4). Then students are given time to explore collecting the information and data they need to answer several problems presented by the teacher, usually the teacher divides them into several learning communities. 5). Present the results of each group's discussion. 6). The teacher summarizes the results at the end of the lesson.

With discussions and questions and answers, to answer them or provide opinions, students are "forced" to learn to analyze, synthesize, evaluate, or carry out other mental activities. This is good training for students to develop their ability to "inquiry". Applying this method has positive impacts, including that students become motivated to improve learning achievement the level of student activity in the teaching and learning process of Islamic Religious Education increases, and the value of the results of this learning gets better. The teaching and learning process expected by Islamic Religious Education and Character teachers as an activity of transferring learning values, students' ability to analyze to find problems and find their answers from the critical thinking process is a form of student activity in the teaching and learning process. With the ultimate goal of developing attitudes and mentality in living life and students

being able to apply the values that have been produced in their daily lives.

3. Factors that become obstacles to the use of contextual inquiry methods and independent curriculum learning media in learning Islamic religious education and character for class VII at SMP Negeri 4 Kendari

In implementing the learning method several principles differentiate it from other methods. In using the Inquiry Learning Method several principles must be considered, namely: oriented toward intellectual development, the principle of interaction, the principle of asking, the principle of learning to think, and the principle of openness. Based on the understanding above, Inquiry learning aims to provide a way for students to build intellectual skills (thinking skills) related to reflective thinking processes. Thinking is the main goal of education, therefore ways must be found to help individuals develop their intellectual abilities.

Based on the researchers' findings, the factors inhibiting the implementation of Islamic religious education and character learning to improve student learning outcomes at SMP Negeri 4 Kendari. According to Mrs. Drs. Siti Naila, there are several inhibiting factors in the use of the Contextual Inquiry Method and Independent Curriculum Learning Media in Learning Islamic Religious Education and Character for Class VII at SMP Negeri 4 Kendari, such as:

"There are several things that I often face in PBM. In the first problem, so that students remain orderly, I give them points so that if they violate, I deduct the students' points. Meanwhile, the second problem is that students do not understand the material I am presenting, I provide personal and group guidance. While using two learning media such as posters and LCD images, the only problem we had was the preparation because we needed help because I didn't understand how to use LCDs, as well as preparing the image media. "For solutions, I usually coordinate with other PAI teachers, for example asking for help in operating the LCD or not in determining the image media because we can take image examples in the free teaching application."

Factors that are obstacles that Islamic Religious Education and Character Education teachers at SMP Negeri 4 Kendari often experience in organizing student classes tend to be less conducive when students are in their respective groups. In using the contextual method, some students already understand and some do not understand the problem that has been presented. Likewise, Mr. M. Munfarid, S.Pd.I., M.Pd said in his interview that:

"During the PBM process by applying the contextual inquiry method, there were several difficulties that I faced, such as when looking for data and information as learning resources, I used cellphones and the internet, where there were several students who didn't have the internet, so it created a commotion. to ask their friends for a hotspot and there are no internet facilities in the back class, there are some who don't understand what the teacher has assigned, and there are still students who are not fluent in writing the Al-

Qur'an, there are some students who tell their friends. "Meanwhile, in implementing media, the problems we often face are usually technical problems, ma'am, such as when using LCD media, sometimes the lights go out, for others, there are none in my opinion because all the facilities and infrastructure available are safe, so it's safe in my opinion."

In implementing a learning method, a good understanding of the method that will be applied is required so that in the teaching and learning process it is not only the lecture method that is applied but the teacher can use a variety of existing learning methods. In implementing the contextual inquiry method and learning media for the independent curriculum for learning Islamic religious education and character, several obstacles are often encountered by teachers at SMP Negeri 4 Kendari, but how can teachers optimize the application of learning methods and media to well.

From the results of interviews and observations, it can be concluded that the factors inhibiting the use of the Contextual Inquiry Method and Independent Curriculum Learning Media in Learning Islamic Religious Education and Character are:

1. Lack of order when PBM begins.
2. Lack of focus by students during the teaching and learning process and the teacher is teaching.
3. Lack of internet facilities when learning resources are needed only at certain times.
4. Obstacles in dividing groups, and some students are difficult to manage.
5. Electrical problems when PBM uses LCD media.

6. Some teachers still lack understanding of LCD usage.

From what is stated above, the author can describe that the use of the Contextual Inquiry Method and Independent Curriculum Learning Media in Islamic Religious Education and Character Learning needs to be developed so that it can be applied effectively in the teaching and learning process. There are several solutions implemented by PAI teachers so that PBM runs according to expectations as follows, students will be given additional points and if there are students who are difficult to manage while PBM begins then points will be deducted for those students, if there are students who do not understand the problem of the material that has been presented then the teacher will hold guidance or direction individually or in groups. In implementing the media that will be used, one of which is using LCD for PBM, there are still teachers who don't understand its use, but several fellow teachers help in installing the LCD, and during the use of the LCD and there are electricity problems such as power outages, it can be replaced with Image Media or Posters which the teacher has provided beforehand or anticipates if there are unknown obstacles in the future.

It is necessary to remind students again regarding the implementation of class agreements during the learning process that has been made, namely: 1) Be present on time (10 minutes before the teacher enters, all students must be in class). 2) Discipline, orderly, and neat during PBM. 3) mutual respect, appreciation, and collaboration. 4) Do assignments

on time. 5) No coming in or out or making noise during the learning process. 6) Don't play on your cell phone in class during PBM except at certain times. 7) Raise your hand if you want to express your opinion. 8) Ask permission if you want to leave class.

And also to support the implementation of PAI learning based on the Contextual Method at SMP Negeri 4 Kendari, providing a learning environment that is not only material (facilities) but also non-material, for example, a good communication culture, extra supportive activities, and so on.

CONCLUSION

Based on the description of the results of the research that the author outlined in each of the previous chapters, several conclusions can be drawn as follows:

1. Implementation of Islamic Religious Education and Character Education learning media in the independent curriculum at SMP Negeri 4 Kendari where the Learning Media used facilitates students as an internal resource. The use of learning media applied by Islamic Religious and Character Education teachers at SMP Negeri 4 Kendari is divided into three learning stages. In the first stage of opening, the teacher reflects on the learning from the previous meeting. The use of learning media by the two teachers shows several problems that occur in the surrounding environment by utilizing learning media. Second Core Stage, Presenting in the form of LCD slides explaining the topic, objectives, and learning outcomes

that students are expected to achieve, Explaining the main activities carried out by students to achieve the goals, and Explaining the importance of topics and learning activities. The third stage is closing, at this stage there is a reflection process carried out by the teacher in the form of presenting an evaluation of the learning outcomes. The teacher uses learning media by explaining several questions or assignments that students will work on.

2. The Contextual Inquiry Method in learning Islamic Religious Education and Character at SMP Negeri 4 Kendari can be said to be effective, it can be seen from the stages of implementing the contextual inquiry method carried out by the Islamic Religious Education Teacher, namely: 1). Identify the problem or subject matter. 2). Formulate hypotheses or questions related to the material being studied. 3). Collect data. 4). Analyze and interpret data. 5). The teacher summarizes the results at the end of the lesson. By applying this method, positive impacts include students becoming motivated to improve learning achievement the level of student activity in the teaching and learning process of Islamic Religious Education increases, and the value of the results of this learning gets better. The teaching and learning process expected by Islamic Religious Education and Character teachers as an activity of transferring learning values, students' ability to analyze to find problems and find their answers from the critical

thinking process is a form of student activity in the teaching and learning process. With the ultimate goal of developing attitudes and mentality in living life and students being able to apply the values that have been produced in their daily lives.

3. Difficulties The difficulties faced by Islamic Religious Education teachers in using the Contextual Inquiry Method and Independent Curriculum Learning Media in Learning Islamic Religious Education and Character at SMP Negeri 4 Kendari in their application are as follows:
 - 1). Lack of order when PBM begins.
 - 2). Lack of focus by students during the teaching and learning process and the teacher is teaching.
 - 3). Lack of internet facilities when learning resources are needed only at certain times.
 - 4). Electrical problems when PBM uses LCD media.
 - 5). A few teachers still lack understanding of LCD usage.

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