Indonesian Journal of Early Childhood Education Studies

Disemination of Tematic Learning Model Based on Asmaul Husna in Improving Early Childhood's Religious Values at Ibnu Sina Kindergarten

Herwina ✉, Ismah

Muhammadiyah University of Jakarta, Indonesia

Article Info

Abstract

The aim of this research is to disseminate and socialize thematic teaching model based on Asmaul Husna to improve the early childhood's religious values. The research was conducted in Ibnu Sina kindergarten located in Pondok Cabe Ilir, Pamulang, South Tangerang. Objects of early childhood research in kindergarten Ibn Sina group A and B as well as play groups, with the number of children 21 students. This research is a result of model trial development in 2015 through classroom action research at Lab School Kindergarten, Faculty of Education Science, Muhammadiyah University of Jakarta. Classroom action research was conducted in three cycles, with the result of increasing the religious values of children exceeding 80% based on 19 indicators of religious values that must be owned by the child. The dissemination consists of 5 stages: (1) explaining the concept, (2) demonstrating the model, (3) training the teachers, (4) peer teaching, (5) real teaching (practice) has been done by 3 teachers at Ibnu Sina kindergarten. The results obtained from the dissemination of the model of thematic teaching based on Asmaul Husna is effective in improving the religious values of early childhood. The model has been developed to provide a fun atmosphere for early childhood, because using real media that are in the school environment, the media used is very easy to obtain so as not to complicate the teacher. The applied learning model motivates teachers to be more creative in choosing themes and integrating in Asmaul Husna. The impact of application of the model will show good behavior habits by children in accordance with the 19 indicators of successful achievement model.

How to cite

Herwina., Ismah. (2018). Disemination of Tematic Learning Model Based on Asmaul Husna in Improving Early Childhood's Religious Values at Ibnu Sina Kindergarten. *Indonesian Journal of Early Childhood Education Studies, 6*(2), 34-42. doi: 10.15294/ijeces.v7i1.20186

✉Corresponding author:
Muhammadiyah University of Jakarta, Jl. KH. Ahmad Dahlan Cirendeu Ciputat
E-mail: wina_baha@yahoo.com

INTRODUCTION

Growth and development of children is determined from the stimulus received by the child at that time. The values of religious character needs to be implanted to children from an early age in order to adhere to the application of good behavior habits to adulthood. Good behavior will lead them to humans who are ethical, respectful to parents, avoid activities that can harm themselves and others or even the country, avoiding free relationships that have a bad influence such as alcoholic drinking, free sex, taking narcotic drugs, and so on that violate the rules of religious law and the state law.

Violent acts committed by children ranging from primary to secondary school level due to lack of good character of character implementaion. The purpose of educational implementation is not only to see the final value obtained by the learners, more than that the education should give a mark on the child's behavior, so it is important to educate religious values in learning to be born human beings with noble character. As stated in Law number 20 of 2003 on National Education System article 3 the function and purpose of national education is to develop the ability and form the character and civilization of dignified nation in order to educate the life of the nation, aims to the development of the potential of learners to become human beings who believe and Devoted to God Almighty, having noble character, healthy, knowledgeable, capable, creative, independent, and become citizen of democratic and responsible.

To realize this, it is necessary to pay attention to basic capabilities in accordance with its development in order to have readiness to enter further education. This has been described in Surah An-Nisa: 9;

وَلْيَخْشَ الَّذِينَ لَوْ تَرَكُوا مِنْ خَلْفِهِمْ ذُرِّيَّةً ضِعَافًا خَافُوا

عَلَيْهِمْ فَلْيَتَّقُوا اللَّهَ وَلْيَقُولُوا قَوْلًا سَدِيدً

Meaning: "And fear Allah those who should leave behind those weak children, whom they fear for (their welfare). Therefore let them fear Allah and let them speak the true word. ''(QS. An-Nisa: 9)

The verse reflects, the process of early childhood education is very important. Character education is the ultimate goal of implementing a strong foundation for the next life. Because if the parents are careless in preparing for their education, it means they will prepare a weak generation in the future. Al-Ghazali said that "the child is a message for his parents, his holy heart is an expensive gem, when he is taught and accustomed to goodness, he will grow on that goodness and will gain happiness in the world and in Hereafter and his parents and all the teachers who educate him share his reward, but if he is accustomed to the things that are not good and neglected his education, then he will be miserable and perish, his sins shouldered on the responsible shoulder and guardian "(Sulaiman 1993: 57).

Based on the classroom action research as a trial of the model was done in 2015 as an effort to increase the early childhood religious values in Labschool kindergarten, Faculty of Education Science, Muhammadiyah University of Jakarta, through the application of thematic learning model based on Asmaul Husna obtained significant results. The result of the research is a reference in making of teaching book of thematic teaching of Asmaul Husna as a learning resource in the course of learning development of early childhood learning model in Early Childhood Education Teacher Education Program (PG-PAUD), Faculty of Education Science, Muhammadiyah University of Jakarta. The application of thematic teaching model based on Asmaul Husna needs to be done in early childhood educational institution, to get a picture of the success of the model, and to socialize the model as an alternative learning that can be applied at early childhood in improving the religious values of children.

Therefore, it is necessary to disseminate the model in some early childhood education institutions in South Tangerang as a successful test of thematic teaching model based on Asmaul Husna in improving the religious values of early childhood. In addition, this research as a step to socialize thematic teaching model based on Asmaul Husna so that it can be implemented in every institution that organizes Islamic education in early childhood.

Model Development Concept

To overcome various problems in conducting the learning process is required teaching model that is considered able to overcome the difficulties of teachers carry out teaching tasks and also learning difficulties learners. The model is defined as a conceptual framework used as a guide in conducting activities. The model can be understood as a type or design, a description or analogy used, a system or assumption, data, inference used to systematically describe an object, a simplified design of a work system, a description of a possible system Or imejiner and reduced presentation in order to explain and to show the na-

ture of the original form (in the UNK TK PLKG module, 2011: 54).

Models are designed to represent the real reality, although the model itself is not the reality of the real world. According to Snelbecker (1984: 32), the model is the embodiment of a theory or representative of the processes and variables included in the theory. According to Briggs in Gofur (1984: 27) that the model is a set of successive procedures for realizing a work process.

1. Model Development Theory

According to the experts, the learning model is usually based on the principles or theories of knowledge. Experts formulate learning models based on principles of learning, psychological theories, sociological, systems analysis, or other supporting theories (Rusman, 2012: 132). According to Joyce & Weil in Rusman, studying and learning models based on learning theories are grouped into four models of learning. The model is a general pattern of learning behavior to achieve the expected learning objectives (Rusman, 2012: 133). Learning model can be used as a pattern of choice, meaning that teachers may choose appropriate learning model and efficient to achieve the purpose of education. Before determining the learning model to be used the teacher should study and consider some things in the learning objectives and the complexity of the learning objectives themselves. The four instructional models are (Rusman, 2012: 136-143), social interaction model, information processing model, personal model, and behavioral modification model.

According to Meyer in Triadi, learning model can be interpreted also as an object or concept that is used to represent something thing. Something real and converted to a more comprehensive form. Learning model is also said by Joyce is a planning or learning in the classroom or learning in the tutorial and to determine the learning tools that include books, movies, computers, curriculum, and others (Trianto, 2009: 73-74).

2. Development of Learning Model in Early Childhood

Learning model is a pattern or design that describes the process of details and creation of environmental situations that allow children to interact in learning so that there is a change or development (Mulyasa, 2012: 148). The change in question is how a teacher creatively presents an interesting and fun learning activity. The learning model developed by a teacher can be a plan that contains a series designed to achieve educational goals in each institution. A model of learning applied to young children will depend also on

the approach used, while how to run the model can be used various methods. According to Kemp that the learning model is a learning activity that must be done by teachers and students so that the learning objectives can be achieved effectively and efficiently, as well as the opinion of Dick and Carey, that the learning model is a set of materials and learning procedures that are used together for Resulting in learning outcomes in students (Rusman, 2009: 55).

a. Themematic Finding Principles

In finding the theme is the main principle to be considered in integrated learning. The developing themes are sometimes very large and numerous, sometimes even overlapping. For that theme finding should pay attention to some requirements, including:

1) The theme is not too broad, more focused and attention to the needs of students and can be used to integrate many subjects.

2) Theme has a meaning, the chosen theme attempted can be studied and provide stock for students to learn next.

3) The theme is adjusted to the level of psychological development of children, lest the growing theme disturb the child psychology.

4) Developed themes pay attention to talents and interests of children.

5) The chosen theme should consider the authentic events that occur during the learning process.

6) The theme should be in accordance with the applicable curriculum and the needs of the community by observing the relevance principle.

7) The prescribed theme should consider the facilities and availability of learning resources in schools.

Based on the thematic finding principles mentioned above, it is expected that the teacher can pay attention to the developing theme and some aspects can not be separated from the teacher's attention, including talent, interest and curriculum is important in the learning process. In this case the teacher is required to develop creativity and innovation in learning so that the learning process is more focused and focus on the expected competencies.

b. Principles of learning management

Learning management is an important teacher's task in the learning process. Teacher as the main actor should pay attention to the things below:

1) The teacher is not a single actor who dominates the conversation in the classroom and in the learning process.

2) The task given by teachers, need to pay attention to the development of talents and interests of students, both individually and in groups. In this case, the teacher needs to set the task clearly by noticing and demanding group cooperation.

3) Teachers need to identify and inventory the ideas that develop and accommodate things that are completely unthinkable in the planning of learning.

Management of this learning can be optimized if the teacher is able to put himself in the whole learning process. In this case, teachers should be able to position themselves as facilitators and mediators in the learning process, while students can be more active in developing their creativity.

Learning model based on Asmaul Husna

According to language, asma'ul husna means good names, whereas according to the term means the good names of God as proof of His glory and glory. In the Qur'an the good names are explained in Qs. Al-A'raf / 7: 180 as follows:

وَلِلَّهِ ٱلْأَسْمَآءُ ٱلْحُسْنَى فَٱدْعُوهُ بِهَا وَذَرُوا ٱلَّذِينَ

يُلْحِدُونَ فِي أَسْمَائِهِ سَيُجْزَوْنَ مَاكَانُوا يَعْمَلُونَ

Meaning: asmaa ul husna is the name only belong to Allah, Then ask Him by calling the asmaa ul husna and leave those who deviate from the truth in (naming) His names, then they will get a Reply to what has been They do.

Then explained again to the hadith of the Prophet SAW:

إِنَّ لِلَّهِ تِسْعَةً وَتِسْعِيْنَ اِسْمًا مَنْ حَفِظَهَا دَخَلَ

الْجَنَّةِ وَإِنَّ اللَّهَ وِتْرٌ وَيُحِبُّ الْوِتْرَ (رواه ابن ماجه)

Meaning: "God has ninety-nine names. Whoever memorizes it (by believing in the truth), he enters heaven. Verily Allah is Odd (uneven) and delight in something odd. "(H.R. Ibn Majah)

Character education theory built by Thomas Lickona above, in fact will not be sturdy and will not be stable, because the character education that he built only on aspects of humanity or relationships only between individuals. Yet the real relationship can make the tenan in life is a religion that is a vertical relationship with God who is trusted and believed. Therefore, the lack of character education theory of Lickona is a religion of character education. Though both must be integrated in an institution.

The following picture will be mutual cooperation between the three educational en-

vironments to develop themselves learners the importance of having good character or morality must do the cooperation of the three environments:
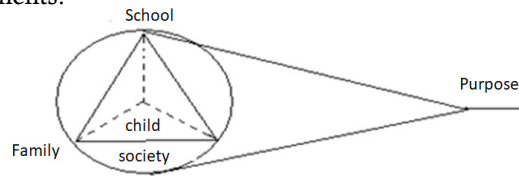
1. The circle is the result of the cooperation of the three environments.

2. The dashed line explains that each environment wants to make the child a good member of society.

3. Children are in the central position that becomes the center of the circle to be influenced through education.

4. Triangle is a close collaboration of the three environments with the same goal that produces learners who have character or morals.

Values are developed in character education can be realized or internalized in the learning process by doing three (three in one), they are; firstly, the teaching that provides knowledge and information as much as possible to the students in accordance with guidelines and instructions ditetapakan. Secondly, educate the teacher in providing examples of guidance, instruction and exemplary that students can apply or imitate in good attitudes and behaviors (*akhlakul karimah*) in everyday life of the students, Thirdly, train where teachers guide and give examples and practical instructions related to the movement , Speech and other deeds (Dewantara, 2012: 8-10) See the picture below:
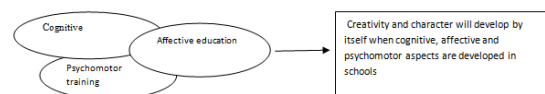

Figure 1.

The picture above, can not be separated from one to another interrelated in shaping the character of the child. Therefore, the character education process should not be taught in a narrow way. Because, it will make students have a tendency of narrow thinking as well. According to Mu'in, character education in early childhood in the concept of religion does not see that the character is in the child is the product of dialectics with historical experience and the history of its relationship with others. The religion experienced by such a child will only produce a figure who knows *halal* and *haram* based on the text interpreted in cadence and selection or inter-

preted according to certain interests (Mu'in, 2011: 316-317).

The study of the development of learning model for early childhood has been done with varied functions.

METHOD

The dissemination of thematic teaching model based on Asmaul Husna, used 5 stages of dissemination in order of: (1) explaining the concept; (2) demonstrating the model; (3) train teachers; (4) peer-teaching and, (5) transfer of model from teacher to student, and applied to 3 teachers in kindergarten Ibnu Sina Pondok Cabe Ilir ,Pamulang, South Tangerang.

The data collection techniques that were carried out in this study included the following: (1) The observation of learners' activity and the teacher's skill during the action, (2) The religious values of the child based on moral aspect and religious values consist of 19 indicators. (3) Interviews: the researcher interviews the classroom teachers and students at the pre-research stage and at the end of the cycle. And (4) Documentation result: the documentation in question is in the form of photos taken during the learning process obtained from each cycle.

The data in this study were collected and then processed and analyzed. This processing and analysis is carried out during the course of the study from the beginning to the end of the action. As for data processing used in interpreting the data, then the percentage formula used is:

Note :
P = Percentage of answers
F = frequency of answers
N = number of respondents

Writer	Title	Methodology	Result
Ahmad Qonit AD, MA	The Concept of God in the Qur'an (Thematic Semiotic Toward of the Names of God)	Descriptive-analytical-evaluative	It has been found that a concept through the study of Thematic Semiotic Theory of the whole verses in the Qur'an, it can be seen that the names of God scattered throughout the verses in the Qur'an actually describe the functional relationship between God and Man or Relationship of God and Humanity.
Dwi Tristanti	Pengaruh Dzikir ASMAUL HUSNA Terhadap Kesehatan Mental Santri The Influence of Dzikir ASMAUL HUSNA Towards Mental Health Santri	Quantitative descriptive	The results of this study concluded that, Asmaul Husna memorizing application can improve the spiritual intelligence (SQ) students
CICI ROHMATULUMA	Implementation of Cooperative Learning through Crossword Puzzle Strategy in Improving Motivation of Learning Asmaul Husna to Fourth Grade Student A MI Sunan Kalijogo in Malang	*Classroom Action Research*	Cooperative learning through the strategy of crossword puzzle has proved to improve motivation to learn morals, especially the material of Asmaul Husna in fourth grade students A MI Sunan Kalijogo in Malang.

RESULTS AND DISCUSSION

The stage of socialization of thematic learning model based on Asmaul Husna is done in Ibnu Sina kindergarten, Pondok Cabe Ilir, Pamulang, South Tangerang. The socialization was conducted through providing training to teachers conducted on Friday, July 21, 2017 at 11:00 am to 02:00 pm. In addition to training, teachers were given a guide on thematic learning model based on Asmaul Husna, as an outgrowth of second year's ongoing research.

At the field observation stage at Ibnu Sina kindergarten school which was founded solely by Mr. Muhaimin Ali, M.Pd, who until recently he became headmaster of Ibnu Sina kindergarten. Dr. Muhaimin Ali is a teacher since 35 years old. He observed the behavioral development of learners during the time of becoming teachers and principals. He considered the religious knowledge given in school has not been able to make children have a good personality in social. Rapid cultural and technological changes are often not comparable with the readiness of its users. So often there must be a victim of the change, then then many people realize that it is important to respond wisely.

Several things that needed to be improved that is about learning and how to motivate children to make children happy to carry out learning. This learning can be done by using the aid media through thematic teaching-based model asmaul husna into a fun learning for children. The socialization of thematic teaching model based on Asmaul Husna is done through training to teachers and practice at Ibnu Sina kindergarte, Pondok Cabe Ilir. The practice was done in Early Childhood class (PAUD) with 3 children, group A with 5 children and Group B with 13 children.

Program activities that have been formed after the following training (table 2):

The training was conducted in a day, obtained the maximum results are:

1. Teachers have been able to utilize the school environment as a medium of learning

2. Teachers have been able to create work programs through the determination of themes that are integrated with Asmaul Husna

3. The teacher has understood how to create a daily activity plan and weekly activity plan through theme

4. Teachers have been able to make good habits in order to improve the religious values of children, through welcoming new children who arrive at school with a smile and greetings.

After the teachers do the training, the teachers directly apply thematic teaching model based on Asmaul Husna in accordance with the design of activities that have been made during the training. The second meeting until the third meeting of teachers to provide knowledge to the children related to the importance of knowing and memorizing Asmaul Husna. The learning media used by teachers are asmaul husna cards for group B, and songs with lyrics Asmaul husna for group early childhood and group A.

The observation result on the first day of

Table 2.

MEET-ING	EARLY THEME	THEME FOR DEVELOP-MENT	MEDIA	SUPPORTING ACTIVITIES	VOCABU-LARY	REFERENC-ES
1		Allah Al-Muhyi is alive to live ornamental plants in my school	Ornamental tree	Planting the Trees	Plants, ornamental, leaves, flowers, benefits, sustainability	Internet, Juz Amma, book of 1001 Hadist Pilihan
2	LIVING THINGS	Allah Al-Muhyi is alive to animals at my school	Decorative fish	Feed the animals	Animals, life, water, land	Internet, Juz Amma, Book of 1001 Hadist Pilihan
3	FAMILY	Allah Al-Barr is good at being polite to the parents	Story book	Say the word 'excuse' when passing in front of others while bowing	Parents, permission, polite, courteous, passing by	Internet, Juz Amma, Book of 1001 Hadist Pilihan, Al-qur'an

the teacher looks still used to giving material with thematic concept integrated with Asmaul Husna. Habituation gives smile and greetings to the child at the beginning of the meeting and the end of the meeting is less effective, due to children who are not accustomed to perform such activities. Supporting activities have not all been effective, one is seen in the condition when the child arrives at school, some children sit in their seats without greeting or kissing the teacher's hand, and when they come home from school some children immediately shake hands with his teacher and leave the class without saying hello. The results of the

first day reflection, requires teachers to change the strategy of activity. Among the activities that will be done:

1. The teacher prepares to stand in front of the gate to welcome the children who just arrive at school with a smile and say hello

2. When the teacher's hand is greeted by the child, the teacher greets him by greeting him holding the child's hand until the child answers the teacher's greeting

3. The teacher does not allow children to leave the class before they say hello to the teacher.

The results of the second day observation

Table 3

Child Development Indicators	Assessment			
MORAL AND RELIGIOUS VALUES	PH	BTG	GAE	**GUVW**
1. Be happy and accustomed to pray before doing the activity	72%	28%	0%	0%
2. Happy and accustomed to pray after the activity	81%	19%	0%	0%
3. Get used to say hello	5%	20%	50%	25%
4. Get used to greeting back	8%	19%	65%	8%
5. Speak politely / speak good / polite with fellow friends	10%	10%	70%	10%
6. Speak politely / speak good / polite with adults	0%	16%	72%	12%
7. Ask politely for help	15%	25%	50%	10%
8. Willing for sharing : food, toys, etc	20%	25%	40%	15%
9. Glad to accept the task as a leader according to ability with the guidance of God	17%	20%	50%	13%
10. Get to know the wrong behavior	5%	10%	25%	60%
11. Get to know the right behavior	5%	10%	25%	60%
12. Listening to parents, friends speak politely	15%	38%	32%	15%
13. Want to say hello and answer greeting with friendly	18%	46%	22%	14%
14. Want to succumb with guidance from God	25%	30%	28%	17%
15. Want to respect your friends, teachers, parents or adults	10%	50%	15%	25%
16. Feed the animals	0%	4%	60%	36%
17. Watering the plants	0%	10%	75%	15%
18. Loving friends	12%	45%	32%	11%
19. Mention the creation of God for example: man, earth, sky, plants, animals	10%	50%	20%	20%

Note :
BOT   : Parents' help
MB   : Begin to grow up
BSH   : Grows as expected
BSB   : Grows up very well

of teachers and children began to accustomed in applying thematic learning based on Asmaul Husna, through songs with lyrics Asmaul Husna. Children still not all sing the song, because they have not memorized the lyrics of the song. In addition there are still some children who seem to fight because they do not want to share the toys that have been held. However, habituation to say hello when in and out of school has started effective and this activity lasted well until the third day.

On the third day the children are getting used to doing good things such as saying politely to teachers and friends, knowing wrong and right behavior and other supporting activities. But there are still some activities that children can not do such as reading prayers before and after doing activities, such as before and after meals.

The meeting on the fourth day of children doing supporting activities is watering the plants and feeding the animals. Children love this activity and they make queues to take turns to water the plants and feed the fish. Their disciplinary attitudes show by following the teacher's instructions. Teachers as a companion of this activity to provide knowledge to children about the importance of watering the plants to plants to grow large and make the school environment to be quiet, God created plants for us to keep and preserve, so that our earth becomes more beautiful.

Fish feeding activities also seem fun for the kids, they do long queues to be able to feed the fish. The happiness and sincerity when giving fish food is visible from their innocent faces. This will create a compassion for the creatures of God's creation. Teachers accompanying while giving knowledge about the importance of feeding animals so that animals can live to large, like humans. Judging from the activities of teachers, learning has started well and successfully, Child's religious values begin to increase, the action is given up to the fifth meeting. The application of thematic teaching model based on asmaul husna can increase the religious values of children based on measured aspect.

Based on the above description shows that the application of thematic asmaul husna based on thematic model to improve the religious values of children can be seen from the Table and Graph. The percentage improvement of religious values of children through the application of thematic teaching-based model asmaul husna
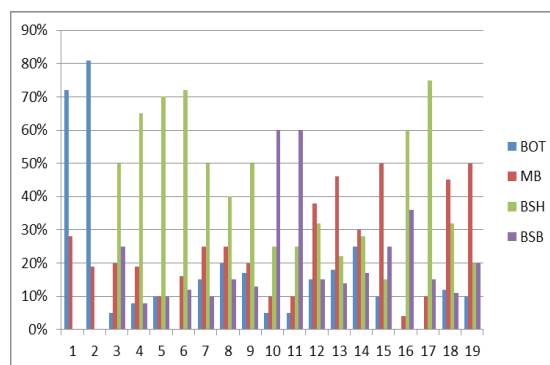
Graphic Comparison of improving indicators of children's religious values

DISCUSSION

Dissemination of thematic teaching model based on Asmaul husna in Ibnu Sini Kindegarten Pondok Cabe Ilir gives the following result.

1. Understanding the concept of teacher model on thematic learning based on Asmaul Husna increased, the effort to improve the understanding of the concept of teachers is done through training and through instruction manuals that have been made.

2. Creativity of teachers increasingly improved, this is shown based on the Work program that the teacher has designed

3. Learning is more fun because it uses the media in the school environment

4. The religious values of children are quite increased, seen from the acquisition of teacher's assessment of 21 students starting from early childhood, group A and group B

5. Teachers and children begin to habituate the 19 indicators of attaining religious values

The results achieved are not maximized this is because the growth has not grown through activities that refer to the 19 indicators of religious values. The application of thematic teaching model based on Asmaul Husna is still going on in Ibnu Sina kindergarten Pondok Cabe Ilir Pamulang, South Tangerang until the end of semester 2017-2018. Implementation of learning model under contra researcher and teacher team of UMM FIP Lab School.

CONCLUSION

The conclusion from this research is the thematic teaching model based on Asmaul Husna effective in improving religious values of early childhood. In addition, the thematic learning model based on Asmaul Husna provides a pleasant atmosphere for early childhood, because using real media that are in the school environment, the media are used very easily obtained so as not to complicate the teacher. The applied learning model motivates teachers to be creative in choosing themes and integrating in Asmaul Husna. The impact of model implementation will show good behavior habits by children in accordance with the 19 indicators of successful achievement model.

REFERENCES

Al-Bukhari, al-Imam, *Hadis Shahih Bukhary*, Surabaya: GitaMedia, 2009

Ahmadi, IIF Khoiru dkk, Strategi Pembelajaran Sekolah Terpadu (Pengaruhnya terhadap Konsep, Mekanisme dan Proses Pembelajaran Sekolah swasta dan Negeri), Jakarta: Prestasi Pusataka, 2011

al-Maraghi, Ahmad Mushtafa, *Tafsir al-Maraghi*, Terj. Semarang: CV Toha Putra Semarang, 1992

As-Syafi'i, Ibrahim Muhammad, *Min A'lami at-Tarbiyah al-Islamiyah,* Ibnu Sahnun Jilid I.

Anwar, Qomari. Pendidikan Sebagai Karakter Budaya Bangsa. Jakarta: UHAMKA Press, 2003.

Al Maliki, M. Alawi , *Prinsip-prinsip Pendidikan Rasulullah,* terj. M. Ihya Ulumuddin, Jakarta: Gema Insani Press, 2002

Arifin, M. Ilmu Pendidikan Islam. Jakarta: Bumi Aksara, 1996.

Bonner Pickett, C. L., Bonner, B. L., & Coleman, J. M. (2002). Motivated self-stereotyping: Heightened assimilation and differentiation needs result in increased levels of self-stereotyping. Journal of Personality and Social Psychology, 82, 543-562. 1993

Hadits shahih riwayat Al-Bukhari no. 5061, dan Muslim no. 2022.

Hamka, *Tafsir al-Azhar*, Jakarta: PT Pustaka Panjimas, 1984

Husa, Miftahul, Cooperative Learning (Metode, Teknik, Struktur dan Model Penerapan), Yogyakarta: Pustaka Pelajar, 2011

Katsir, Ibnu, *Shahih Tafsir Ibnu Katsir*, Jakarta: Pustaka Ibnu Katsir, 2010

Muhaimin, *Wacana Pengembangan Pendidikan Islam,* Yogyakarta: Pustaka Pelajar, 2003

Muslim, Al Imam , *Sahih Muslim,* Juz I, Bandung: Syirkah al Ma'arif li al Thab'i wa al Nasyar, t.t.

Nashih Ulwan, Abdullah, *Pedoman Pendidikan Anak Dalam Islam*, Bandung : 1988

Rusman, Model-Model Pembelajaran (Mengembangkan Profesional Guru), Jakarta: Rajawali, 2011

Singgi D., Gunarsa. Psikologi Praktis, Anak Remaja dan Keluarga, Jakarta: Gunung Mulia. 1991;

--------------------, *Pengantar Psikologi*. Jakarta : Mutiara 1986

Trianto, Model Pembelajaran Terpadu (Konsep, Strategi dan Implementasinya dalam KTSP), Jakarta: Bumi Aksara, 2010